

SIG Application Checklist

Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at <http://www.cde.ca.gov/sp/sw/t1/regsig09rfa.asp>. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet

- ☒ Form 1 Application Cover Sheet
(Must be signed in **blue ink** by the LEA Superintendent or Designee)
- ☒ Form 2 Collaborative Signatures
(Must be signed in **blue ink** by the appropriate personnel at each school selected for participation and by the LEA Superintendent or Designee)
- ☒ Form 3 Narrative Response
- ☒ Form 4a LEA Projected Budget
- ☒ Form 4b School Projected Budget
- ☒ Form 5a LEA Budget Narrative
- ☒ Form 5b School Budget Narrative
- ☒ Form 6 General Assurances
 - Drug Free Workplace Certification
 - Lobbying Certification
 - Debarment and Suspension Certification
- ☒ Form 7 Sub-grant Conditions and Assurances (three pages)
- ☒ Form 8 Waivers Requested
- ☒ Form 9 Schools to Be Served Chart
- ☒ Form 10 Implementation Chart for a Tier I or Tier II School
- ☒ Form 11 Implementation Chart for a Tier III School, (if applicable)


SIG Form 1—Application Cover Sheet

**School Improvement Grant (SIG)
Application for Funding**

**APPLICATION RECEIPT DEADLINE
July 2, 2010, 4 p.m.**

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

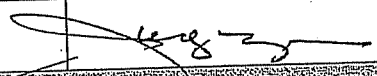
County Name: Monterey County		County/District Code: 27-75440
Local Educational Agency (LEA) Name		LEA NCES Number: 0637050
LEA Address 1261 Metz Rd.		Total Grant Amount Requested \$4,591,620
City Soledad	Zip Code 93960	
Name of Primary Grant Coordinator Deneen Newman		Grant Coordinator Title Superintendent
Telephone Number (831) 678-2909	Fax Number (831) 678-2866	E-mail Address dmceachi@monterey.k12.ca.us
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
Printed Name of Superintendent or Designee Deneen Newman		Telephone Number (831) 678-2909
Superintendent or Designee Signature 		Date July 1, 2010

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

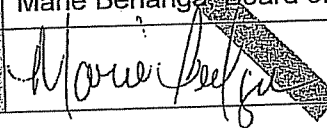
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SIG Form 2—Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
27-75440	Soledad Unified	Jorge Z. Guzman	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal and legislative mandates.

LEA Name:	Soledad Unified School District
Authorized Executive:	Marie Berlanga, Board of Trustees President
Signature of Authorized Executive	

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Overview of Proposed Grant Goals and Activities

The Soledad Unified School District is dedicated to assisting Rose Ferrero Elementary School in the implementation of comprehensive reform. The District has chosen to focus on the identified Tier I persistently low performing school and not include the identified Tier III schools in order to be able to focus our resources on the lowest performing school.

We have engaged in a thorough planning process with all stakeholders and have determined that although it is a difficult change, the Turnaround Model is the best fit for the achievement needs of the students at Rose Ferrero.

In order to implement change that will result in the students achieving at a very high level, we have developed the following research-based strategies to meet the demonstrated needs of the school. We have organized the chosen strategies around the required components of the Turnaround Model: increased instructional time (as close to the federal recommendation of 300 hours as possible), socio-emotional support, staff recruitment and retention, alternative governance, data analysis, and professional development. In addition we have chosen to also focus on parent involvement and training.

The major needs and strategies identified by parents, students, and staff are:

1) Student achievement is well below the level needed for success for all students. Students need more time to master academic standards. We will be significantly increasing student instructional minutes by 55 minutes each day and lengthening the school year by 5 days in order to provide the extended learning time they need to develop more academic language and benefit from re-teaching and interventions. In addition, many students lack a wide variety of life experiences due to their low-income lifestyle and due to our small town rural location. The students are greatly in need of enrichment opportunities to develop talents and healthy lifestyle habits and thus the art teacher and physical education teacher will have tremendous impact on the overall achievement of all students. While students are receiving enrichment in art and physical education their teachers will have additional weekly collaboration time for data analysis and planning. The use of technology in instruction was identified by every stakeholder group. In the first year, technology items will be purchased that provide quality student engagement throughout instruction. After-school tutoring, homework center, computer-based individualized intervention program, computer lab intervention aide, Junior Kindergarten program in years two and three, and a structured summer school focused on ELA essential standards will all provide the necessary support and intervention needed to meet the achievement needs of all students.

2) Teachers also expressed the need for additional time for data analysis and collaboration time to plan instruction based on the analysis of student assessment results and student work. Therefore we will be increasing the teacher work year by 88 hours. We will also be providing extra regular weekly collaboration sessions while the art and P.E. teachers are teaching the grade level students.

3) Our free and reduced lunch rate is 92% as many students' families are in the low income bracket. Thus the students bring many socio-emotional issues to school that negatively impact their learning and social skills. Many of our chosen strategies

address this severe need. The counselor, family advocate, playground recess coach, and attendance liaison all will have integral roles in supporting students in order to enable students to focus on and profit from quality instruction. The increase in parent trainings will also address the need for support in socio-emotional issues.

4) Professional development has also been identified as a need of the staff at Rose Ferrero School. Teachers will be receiving focused, job embedded professional development in order to consistently use strategies that have a high probability of ensuring student mastery of essential standards. The hiring of an ELA Coach/reading specialist, Math Coach, and Learning Director will support teachers in the implementation of learned strategies.

5) The needs assessment from various stakeholder groups also showed that there is a need for additional support, monitoring and accountability of district and school initiatives in order for students to excel. The Learning Director position will focus on assisting the Principal in ensuring that the goals and activities in this School Improvement Grant are fully and consistently implemented.

Further, the new Alternative Governance Structure will also provide more oversight to ensure accountability and fidelity to the goals of the grant.

6) On the Alternative Governance Board, in addition to the District Turnaround Office and the Data Specialist, there will be a county office Program Improvement Specialist to provide an "outside" view of the implementation of the grant goals and the progress of the students. An additional outside view will be provided by a member of the DAIT provider staff participating on the Alternative Governance Board. The new Alternative Governance Structure also includes an additional layer after the traditional School Leadership Team, called the Site Instructional Council. This Council will consist of teacher representatives from each division (primary and intermediate), the Reading Specialist, the ELA Coach, Math Coach, Learning Director, and the Principal.

7) Teacher data analysis, and adjusting of instruction based on this analysis, will be augmented through increased frequency of PLC (Professional Learning Community) collaboration and planning sessions. Each grade level will review formative data at their collaboration sessions and the School Leadership Team will collaboratively review this data. The Site Instructional Council will review data at a more summative level and give information to the staff in order for the staff, along with the Site Instructional Council, to make recommendations for necessary changes and/or enhancements to instruction. These findings will be reported to the Alternative Governance Board. In addition, on the Alternative Governance Board there will be a data specialist who will provide data and review the conclusions from the data with the Alternative Governance Board.

8) Various needs assessment tools identified parent involvement and training as a great need for the school. The Family Advocate and Attendance Liaison will be instrumental in supporting parents and leading parent involvement and training opportunities. A new informative and interactive website was an expressed need and will improve access to school and individual student information. Parents who do not have electronic access at home will be able to use the Parent Resource Center to access the information. Activities such as Family Math Night and Family Literacy Night as well as parenting skills training will support student achievement as their parents enhance their skills. Collaboration and coordination with our Soledad Community Collaborative members will provide tremendous support to Rose Ferrero parents and

students. As parents become more comfortable at school and have more of their needs met, parent involvement and student achievement will increase.

Although Soledad Unified School District is in Program Improvement Year 3 and will be implementing Sanction 6 as mandated by the State Board of Education, we feel we are fortunate to be able to work with our DAIT provider to implement and monitor quality classroom instruction. Both the needs identified through the DAIT process, and the professional development and monitoring that will also take place this next school year through the DAIT process, are closely aligned with the needs of Rose Ferrero Elementary. We are confident that the implementation of the Turnaround Model alongside the rigorous work of the recommendations of the DAIT provider will result in excellent achievement for Rose Ferrero students.

Needs Analysis

Rose Ferrero Elementary School is located in *the City of* Soledad in South Monterey County, approximately 20 miles south of Salinas. Monterey County has one of the highest unemployment rates in the state. As of February 2010 the unemployment rate was 17.7%, compared to the state at 12.8% and the nation at 10.4%. The high unemployment rate has also led to the high foreclosure rate in the county, with Soledad having the highest foreclosure rate (Soledad's foreclosure rate is 6 times higher than the nation, and 3 times higher than both the state and the county rates.) In addition, the city of Soledad is a small, rural community which is isolated from services found in Salinas and other coastal cities.

The community is significantly impacted by poverty, limited English proficiency, and alcohol and drug abuse. Because of Soledad's rural isolation and lack of transportation for many residents, the schools are the only way for most families to access social services, including mental health, and families look to the schools to play a leadership role in the coordination of social services. The needs of our students are extensive. The vast majority of our students live in poverty (as measured by qualification for free/reduced price meals) and on average, over half of our students are not fully proficient in English (see the table below for exact data):

Rose Ferrero Enrollment	English Learners	Free/ Reduced Price Meals	Home-less	Parents w/o a high school diploma	Hispanic/ Latino	White/ Caucasian	Other
424	50.5%	92%	11%	27%	91%	4.7%	4.3%

In order to determine the specific needs of the school, the District Turnaround Office, the site principal, and the Rose Ferrero Leadership Team administered and collected data from the following sources:

- Academic Program Survey (APS)
- The District Assistance Survey (DAS)

- The English Learner Subgroup Self Assessment (ELSSA)
- A district developed Needs Assessment Tool
- California English Language Development (CELDT)
- The California Content Standards Test (CST)
- Site discipline data
- Counseling Referral Data
- Focus group meetings with stakeholders (*students, parents, community members, staff*)

The data from each of these tools and assessments were collected and analyzed by the District Turnaround Office, the current principal and the newly assigned Turnaround principal, the current Rose Ferrero staff, parents, and our DAIT provider, DataWorks. The data and the results were then shared with the School Site Council and the English Learner Advisory group for their review, analysis, and feedback.

The process for analyzing the data included several meetings (See appendix Pages 22-23) facilitated by the district's associate superintendent and also a three hour discussion between the District Turnaround Office and our DAIT provider. The process including disaggregating data by grade, gender, language status, SES, ethnicity, and disability. The meetings included targeted discussions focused on particular questions such as: What patterns in achievement indicate particular needs? The data *clearly* showed that the school is in need of improvement in English language arts, mathematics, and in need of social and emotional support systems for students.

The CST data for the past three years shows the need for instructional improvement and support in both English language arts and mathematics, especially for our English Learners. The chart below illustrates this need and the achievement gap in Adequate Yearly Progress (AYP) between all students and English learners.

School Year	Percent Proficient			
	ELA All Students	ELA EL Students	Math All Students	Math EL Students
2008-2009	30.9%	22.9%	32.6%	28.8%
2007-2008	22.1%	11.5%	31.2%	23.1%
2006-2007	20.6%	13.9%	21.3%	9.2%

When looking at the Content Standards Test data over a seven year period the staff, administration, and parents noted that there was a drop in student achievement scores each time the district opened a new school and moved teachers from Rose Ferrero to one of the newly opened schools. They concluded that the moving of staff in the past had led to some imbalances at specific grade levels in teacher performance and expertise. This imbalance could only be corrected by the moving of staff in a thoughtful and strategic way. Thus, the Turnaround model allowed for this type of staffing changes.

The Academic Program Survey (APS) indicated that there were no content expert coaches for English language arts or mathematics. In addition, the District Needs Assessment tool indicated that 29% of teachers believed that their instruction would improve if they had access to content expert coaches who would provide specific content instructional support in a job-embedded professional development model.

The survey also showed that there was a great need for additional instructional time in order to meet the need of students who need greater intervention time. With additional instructional time (See appendix Page 44) teachers commented that they would be able to spend more time teaching the essential standards deeper and to mastery. The teachers also noted that with the additional instructional time they would have the time needed for re-teaching and reassessing students after re-teaching. The additional instructional time would also allow teachers the time needed to teach strategic and intensive students in small group settings in order to provide more intensive intervention. The added instructional time will also allow an additional 10 minutes *to be added to the English language development block* so that students will have 40-45 minutes of ELD depending on the grade level rather than the current 30-35 minutes.

The results of the District Needs Assessment tool also showed that teachers would benefit from significantly more planning and collaboration time. Time to meet with colleagues during the current work day is restricted due to the need to provide interventions to students in the short amount of time available after school in the current work day. Adding collaboration and planning time to the school calendar before school starts in August and after school ends in June as well as added time throughout each week would provide time for reflective collegial work such as the cycle of inquiry and adjustment of instruction based on formative assessment results. Teachers indicated the need for additional professional learning community training.

The APS *also* showed evidence that all teachers were using the state-adopted standards-aligned materials for the core program and for mathematics intervention but that the school was still in the process of ordering Language! *Reading* Intervention program materials for implementation in the fall of 2010-2011.

The District Assistance Survey (DAS) indicated a need for improved instructional delivery of the core content, classroom and administrative coaching, parent involvement, and a new data technology system to track local assessment data that informs instruction. It indicated that there was some collaboration time built in to the regular year with early release Thursday's occurring on a weekly basis but that the time was not sufficient and that staff development in how to use the collaboration time to analyze data was an area of need. The DAS also showed that there were professional development opportunities in past years but that due to impending furlough days in 2010-2011 there would only be two days of professional development. These two days will focus on DataWorks explicit direct instruction. DataWorks, our DAIT provider, will provide intensive professional development in explicit direct instruction with job-embedded coaching as well as administrative coaching and parent involvement.

Further, an effective data management system is needed for the school to be able to disaggregate data quickly and effectively in order to make informed decisions.

The English Learner Subgroup Self Assessment indicated that English learners are remaining at the intermediate level on the CELDT longer than two years which is leading to many English learners becoming long-term English learners. The CELDT data below shows the percentage of students at *Rose Ferrero* at the intermediate level that are not proficient on the CSTs. As you can see almost half (43%) are at the intermediate level. In 2008-2009 only 11 *Rose Ferrero* students qualified for redesignation due to low performance on the CST. The low redesignation rate can also be attributed to the lack of uniformly implemented intervention programs. In addition to this data, the District Needs Assessment also showed a need for specialists in two different areas: a reading specialist to diagnose and serve students who were at the intensive level in reading language arts and an EL resource teacher who can diagnose the type of EL services needed and then work with the ELA coach and classroom teacher to create a plan to assist EL students in quickly acquiring English. The EL resource teacher and the ELA coach will work together to assist classroom teachers in using appropriate EL strategies as they present their ELA instruction.

English Learner Achievement in Grades 2-6

Percent of EL Students Grades 2-6	Percent of EL Students at Intermediate on CELDT in Grades 2-6	Percent of EL Students Not Proficient on ELA CST in Grades 2-6
47%	43%	77.1%

The District Needs Assessment Tool and data collected from the Focus Group meetings also indicated a need for support for students struggling with social and emotional issues. There are currently 80 students (20% of the school population) who have been referred for counseling services. There were 166 discipline incidents that have been referred to the site principal in the 2009-2010 school year. Seventy percent of these discipline referrals occur during unstructured recess breaks. These students are in need of behavior support programs which can be provided by adding support staff to deliver direct services to students to address their social and emotional issues.

The parent, student, and teacher focus groups requested that the school add enrichment opportunities for all students because they felt that students would improve their reading and math skills by strengthening their students' access to music, art, and additional physical education. Teachers expressed that specialty teachers in these content areas could provide expert instruction and the time students spent in specialty instruction in music, art, and physical education would allow teachers time for planning and collaboration.

The student and parent focus groups also indicated that students needed more access to technology to improve engagement during regular instruction and intervention instruction. They felt that some students may respond to computer based intervention programs and that they would help to motivate the students to work toward higher

levels. The annual State Education Technology Survey also shows that Rose Ferrero is well below the county and state norms for access to and use of educational technology. For example there is 1 computer to 16 students and no teacher laptops or LCD projectors for instructional presentation.

Parents also indicated in the focus group meetings that there was a need for pre-school or junior kindergarten for students to develop school readiness skills prior to the start of kindergarten. Parents strongly felt that in order to support struggling students at all grades levels these students should have access to a summer school program that would extend student's learning for four weeks during the summer. Further, while Rose Ferrero's attendance rate is in the 90's parents and staff indicated that there was a need for an attendance support liaison to follow up with parents who do not send their students to school regularly or on time. This focus group believed that student academic performance would increase with improved school attendance.

Parents and students asked for more support staff to assist parents in connecting to much needed resources. Parents believe that because of the lack of services in the city and the fact that many families do not have a vehicle it would be critical to have support services available to them at the school. Parents expressed that the high poverty rate and the problems that come with poverty (gang affiliation, truancy, constant movement both within the city and from city to city in south county, low parent education level) had a direct impact on the low achievement levels of the school. Parents expressed the need for parent trainings to help them understand how to best help their children and a huge need for social and emotional support systems for parents and students. To combat the effects of poverty a well designed support system is needed.

Selection of Intervention Model

The District Turnaround Office facilitated a meeting with the instructional staff where the results from each of the needs assessment tools were reviewed and then each of the four models and the requirements of each model was discussed in depth. The staff brainstormed the pros and cons of each model and compared the elements of each model to results of the needs assessment. They determined that while the Turnaround model was not the easiest to implement nor was it teacher friendly, it was the model that best aligned to the needs of the students and was the model most effective in being able to improve academic achievement of students.

The 12 major needs identified are:

- Need # 1:** Improve student achievement by improving instructional program and quality of instructional delivery.
- Need #2:** Develop and consistently implement local benchmark assessments and formative assessments.
- Need # 3:** Improve program for English Learner Students

- Need #4:** Develop and implement Response to Intervention plan.
- Need #5:** Coaching of instructional staff in planning and delivery of effective instruction.
- Need #6:** Increased engagement of parents: trainings, improved communication, attendance at events
- Need #7:** Data Analysis and staff collaboration
- Need #8:** Monitoring and Accountability
- Need # 9:** Support for students socio-emotional needs
- Need # 10:** Change staffing to improve instructional quality
- Need # 11:** Recruit and retain qualified and effective staff.
- Need # 12:** Improve and maintain high attendance rate, low tardy rate

The table below illustrates the alignment between our selected intervention model and the identified needs.

Needs Assessment Tools Used	Results/Identified Needs	Turnaround Model Components To Address Identified Need
Content Standards Test Results	<ul style="list-style-type: none"> ➤ Need to improve instructional program and quality of instructional delivery in order to improve scores in ELA and Math (1) ➤ Need for local benchmark assessments to determine progress toward standards mastery in a timely manner (2) 	Component IP and SD
CELDT and ELSSA	<ul style="list-style-type: none"> ➤ Students are not moving out of the intermediate level in a timely manner leading to long-term English learners and few 	Component IP and ILT

	<ul style="list-style-type: none"> re-designations (3) ➤ Few English learners are proficient on CST (3) ➤ Need to add a Response to Intervention model (RTI) to address needs of underperforming EL students (4) ➤ Need to increase instructional time to improve EL program (3) 	
APS	<ul style="list-style-type: none"> ➤ Need to increase instructional time for students in order to have the time needed for ELA and math intervention and ELD as well as in depth instruction that leads to mastery (1) ➤ Need for content expert coaches to build teacher skills in ELA and math. (1) 	Components ILT and PD
DAS	<ul style="list-style-type: none"> ➤ Need for teacher and administrative coaching (1) ➤ Need for improvement in instructional delivery on content (1) ➤ Need to increase parent involvement (6) ➤ Need to purchase a student data management system that allows for ease in data collection and analysis (7) ➤ Need to implement an alternative governance structure to support and monitor principal and leadership team (8) 	Components IP, PD, FCE, SD and GS
District Needs Assessment	<ul style="list-style-type: none"> ➤ Need for counseling 	Components SCO,

Survey	<p>services to provide social and emotional support for struggling students (9)</p> <ul style="list-style-type: none"> ➤ Need for parental support and increased parent involvement so that parents can better assist and support their children (6) ➤ Need for a Learning Director to assist the principal in monitoring and accountability (8) ➤ Need for strategic instructional staffing changes to improve instructional quality at specific grade levels (10) ➤ Need for incentives to recruit and retain staff at the PLAS school (11) 	FCE, RPR, and SS
Focus Groups	<ul style="list-style-type: none"> ➤ Need for additional instructional time for all students during the school year and summer school for struggling students (1) ➤ Need for social and emotional supports such as counseling (9), staff to help connect students and families to school services, community resources (6), and increase student attendance as well as parent attendance at school related functions (12) ➤ Need for parents trainings to help parents learn to support their child's academic needs (6) 	Components ILT, SCO, IP, FCE, and PD

	<ul style="list-style-type: none"> ➤ Need for interpreter system for translations at meetings (6) ➤ Need for improved parent communication via technology (6) ➤ Need for additional student access to art, music, and physical education (1) ➤ Need for technology to improve instructional delivery and student engagement (1) ➤ Need for a tiered intervention system and personnel to implement the interventions (4) ➤ Need for the use of and training common formative assessments at each grade level (2) ➤ Need for professional development for student engagement including the use of technology (1) 	
Discipline Data	<ul style="list-style-type: none"> ➤ Need for positive behavioral support systems such as productive activities during recess breaks because most discipline referrals are from unstructured break times, need to learn social skills and character education (9) 	Components SCO and FCE

The parents and the students were saddened to know that some of the teachers and the principal would not be returning to their school in 2010-2011 but clearly understood that the major restructuring that occurs with the Turnaround model greatly outweighed the short term turmoil created from releasing and moving instructional staff. The current principal and the Turnaround principal also are excited about the change in

their placement for 2010-2011 and are ready to take on the challenge of this restructuring effort.

Once the staff made the recommendation to implement the Turnaround model the District Turnaround Office facilitated a meeting with parents to discuss the four models and again reviewed the results of the needs assessment and the parents agreed that the most appropriate model to meet the needs of their students was the Turnaround model. There was no interest on the part of the parents to open a charter, close the school, or to implement the transformational model.

The Turnaround Office then presented the four models and the feedback from the staff and parent meetings to our District Curriculum Council which includes teachers from all grade levels K-12, administrators from every school in the district, parent representatives from every school in the district and the superintendent. The District Curriculum Council voted to support Rose Ferrero's decision to implement the Turnaround model. The District superintendent then called for union negotiations to ensure that the union would support this major restructuring plan. After several negotiation meetings it became clear that the union was in support of the Turnaround model because it best aligned to the needs assessment results. The negotiation team then created a side letter agreement to the contract that detailed specific language that would allow for the implementation of the Turnaround model.

Lastly, the recommendation from the District Curriculum Council, Rose Ferrero staff, and Rose Ferrero School Site Council to implement the Turnaround model at Rose Ferrero Elementary School beginning the first day of school 2010-2011 was brought to the Board of Trustees on April 21, 2010 for approval. The Turnaround model was unanimously approved.

After an in depth analysis of what factors led the school to its current Academic Performance Index the staff, parents, and the District Turnaround Office concluded that due to the need for increased instructional time for students, a tremendous need for social and emotional support for students and parents, a need to replace a portion of the instructional staff in order to better balance teacher expertise among grade levels at the school that the Turnaround model of restructuring was the most appropriate model for the needs of Rose Ferrero Elementary School.

Demonstration of Capacity to Implement Selected Intervention Model

The District will use School Improvement Grant funds at our only Tier I school identified as "Persistently low-achieving". This funding will all be used at the school level to hire the needed supplemental staff and school improvement activities as noted on the implementation chart SIG Form 10 of the grant. The District's general fund will also be used to implement specific items as called for in the grant. These activities include the additional bus route transportation that will be required due to changing the start and end time in order to increase instructional time. The District will also be supporting the

grant by paying the costs related to instructional staff moves and the regular participation of the District Turnaround Office staff on the Alternative Governance Board. The chart below shows all of the grant components and activities, related costs, resources needed in order to completely implement the Turnaround model as designed by the Rose Ferrero stakeholders and the District Turnaround Office, and the research base to support the selected strategies.

Turnaround Model Component and Activities/Program Improvement Essential Program Component (EPC)	Related Costs	Funding Sources	Research to Support Activities
Replace the Principal (RP)			
Replace the principal and 50% of the staff (Component completed June 15, 2010)	Paying teachers and administrators hourly rate to pack and move boxes. Paying overtime to custodial staff to move boxes. Union negotiation costs related to providing substitute teachers for negotiations team.	General Fund	Waters, Marzano, McNulty, 2003
*Turnaround Model Component RP and SS			
Replace 50% of Staff (SS)			
Hiring a reading specialist/coach and a math coach to provide coaching for teachers in the state adopted standards-aligned instructional programs to ensure full fidelity to the program and consistent implementation. *EPC 6 *Turnaround Model PD	Coach salaries and benefit costs.	SIG Funds	Ross, 1992; Bush, R.N., 1984; Grisham, 2008
New Instructional Program (IP)			
Hiring a Junior Kindergarten teacher and instructional	Teacher and para-educator	SIG Funds	Cooper, S. and Dukakis,

para-educator to serve incoming kindergarten students who have not had preschool experience. This class will help to provide students from a background of poverty early exposure to the school setting, early literacy skills, school readiness skills and English language development. *Turnaround Model Component ILT	salary and benefit costs.		K., 2004
Hiring a technology lab para-educator to assist classroom teachers with the New Century and Destination Math computer based intervention programs for intensive students. *Turnaround Model Component ILT and IP	Para-educator salary and benefit costs.	SIG Funds	Sivin-Kachala and Bialo, 2000 O'Dwyer, Russell, Bebell, and Tucker-Seeley, 2005
Hiring an English Learner Resource Teacher to coordinate English learner instruction and assessment and to provide classroom coaching in English Learner instructional strategies. *EPC 6	English learner resource teacher salary and benefit costs.	Site EIA, Title III, and ELAP Categorical Funds.	Talmy, S., 2010
Purchase of technology to improve instructional delivery and engagement of students. New technology will also be used in reading and math intervention programs. *Turnaround Model Component ILT IP	Technology related costs. Technology support and maintenance by District Technology staff.	SIG Funds for technology purchases. General Fund for District Technology staff.	Merchant, G., 2009
Hiring a learning director to assist the principal in the monitoring of the grant related activities including coordinating the pyramid of	Learning director salary and benefits. Office supplies	SIG Funds General Fund	Waters, Marzano, McNulty, 2003

intervention strategies for all levels of academic achievement. *Turnaround Model Component PD and SCO	and equipment.		
Hiring an art teacher to provide enrichment opportunities that will strengthen students' multiple learning modalities and increase motivation to achieve. While students are at art enrichment class teachers will attend professional development and grade level planning sessions. *Turnaround Model Component IP	Salary and benefit costs.	SIG Funds	Burton, J., 1994
Hiring a physical education teacher to teach the state's model content standards to small groups of students while the classroom teacher tutors strategic students in small groups. The physical education teacher will also teach health and nutrition classes to all students. *Turnaround Model Component IP	Salary and benefit costs. Instructional materials for health and nutrition.	SIG Funds Nutrition Education University of California Cooperative Extension of Monterey and Santa Cruz Counties	Carla Hannaford, 1995
After school tutoring three times weekly by classroom teachers. *Turnaround Model Component IP	Teacher hourly rate costs for time spent beyond the teacher work day.	SIG Funds	Manzo, K., 2008
After school program homework assistance, tutoring and enrichment activities. *Turnaround Model Component IP	Lead teacher and para-educator salary and benefits.	After School Education and Safety Grant Funds	Manzo, K., 2008
Formative Assessment development. *Turnaround Model	Teacher hourly costs to work 40 hours during summer, and	SIG Funds	Black, P. and William, D., 1998

Component IP	printing costs.		
Additional release time for teachers to work in collaborative teams for instructional planning. *Turnaround Model Component ILT	Substitute teacher salary and benefit costs to provide release time to classroom teachers.	SIG Funds	Schmoker, 1996
Licenses for intervention software program. *Turnaround Model Component IP	Cost of license	SIG Funds	
Instructional materials for the after-school Homework Help Center. *Turnaround Model Component IP	Cost of supplemental materials	SIG Funds	Manzo, K., 2008
Strategies to Recruit, Place, and Retain Staff (RPR)			
Teachers will have the opportunity to take professional development separate and apart from district offerings in order to strengthen their instructional methodology *Turnaround Model Component RPR	Professional Development Registration Fees	SIG Funds	Coats, 2009
Instructional staff who take advanced college courses and work shops that will lead to advanced degrees or career growth will receive a financial incentive. *Turnaround Model Component RPR	Teacher stipends	SIG Funds	Coats, 2009
Teachers will have the opportunity to serve on the Site Leadership Team, the District Vertical Teams, and the Instructional Council in order to gain leadership training and skills for future career growth. *Turnaround Model Component RPR	Teacher stipends for after work day meetings and trainings	EIA, Title II	Coats, 2009

On-going Job-embedded Professional Development (PD)			
DataWorks, our DAIT provider, will provide two full day trainings on Explicit Direct Instruction. *Turnaround Model Component IP	Professional development consultant and materials costs.	DAIT Funds	Hollingsworth, J. & Ybarra, S., 2009
DataWorks will train the site reading and language arts and math coaches in coaching strategies and the Explicit Direct Instruction model. *Turnaround Model Component PD *EPC 6	Professional development consultant and materials costs.	DAIT Funds	Ross, 1992; Bush, R.N., 1984; Grisham, 2008
DataWorks will provide monthly coaching for classroom teachers. *Turnaround Model Component PD *EPC 6	Coaching consultant costs	DAIT Funds will fund 4 coaching days for all district schools and SIG funds will support an additional 4 days for Rose Ferrero school.	Ross, 1992; Bush, R.N., 1984; Grisham, 2008
Teacher peer-visitation to other classes in the district three times a year to observe target instructional strategies to reflect upon and inform their own practice. *Turnaround Model Component PD	Substitute teacher salary and benefit costs to provide coverage for classroom teachers.	SIG Funds	Ross, 1992; Bush, R.N., 1984; Grisham, 2008
DataWorks will provide grade level leader and administrative coaching to assist with accountability and monitoring. *Turnaround Model Component PD	Coaching consultant costs and teacher stipends.	DAIT Funds	Ross, 1992; Bush, R.N., 1984; Grisham, 2008
Ten staff members will attend Solution Tree's Professional	Consultant costs and teacher	SIG Funds	Schmoker, 1996

Learning Community trainings to develop skills in collaboration, data analysis, and how to focus on student achievement results. *Turnaround Model Component PD and SD	stipends for trainings beyond the regular work day.		
Eight staff members will attend Solution Tree's Professional development in building a strong Response to Intervention (RTI) program. *Turnaround Model Component PD	Consultant costs and teacher stipends for trainings beyond the regular work day.	SIG Funds	Pavri, S., 2010
Eight staff members will attend Solution Tree's Professional Development in developing and using common formative assessments. *Turnaround Model Component PD	Consultant costs and teacher stipends for trainings beyond the regular work day.	SIG Funds	DuFour, 2008
Entire staff will attend two days in Kagan professional development trainings on active student engagement strategies. Follow up trainings will be provided by the site principal who is a certified Kagan school trainer. *Turnaround Model Component PD	Consultant costs and teacher stipends for trainings beyond the regular work day.	SIG Funds	Kagan, S., & High, J., 2002
Training in using technology to improve engagement and achievement. *Turnaround Model Component PD	Consultant costs and teacher stipends for trainings beyond the regular work day.	SIG Funds	Waxman, H., & Padron, Y. (n.d)
Data management system trainings in how to access local and state assessment data and how to use the data to inform instruction. *Turnaround Model Component PD	Data management system consultant costs.	SIG Funds	Schmoker, 2001 Wayman, J. 2005
Adopt a New Governance			

Structure (GS)			
The Governance structure will change to incorporate Grade Level teams, School Leadership Team, Instructional Leadership Council, Alternative Governance Board, and finally the Board of Trustees. The Site Instructional Council and the Alternative Governance Board are new additions to the Governance structure. The Site Instructional Council will hire a highly trained program evaluator to serve on the Alternative Governance Board alongside the members of the District Turnaround Office. *Turnaround Model Component GS	Consultant costs for AG program evaluator.	SIG Funds	
Alternative Governance Board meetings monthly with the principal.	No costs associated.	NA	
Site Instructional Council meetings monthly.	No cost associated	NA	Goldspink, C., 2007
Data Use and Vertical Alignment (SD)			
A data management system will be purchased to collect local assessment data and to disaggregate the data for ease in teacher use.	Cost of system	SIG Funds	Schmoker, 2001
Selected teachers will participate in the District Vertical Teams for English language arts, mathematics, social studies, and science.	Teacher hourly costs that go beyond the regular work day	District Title II Funds	Porter, 2002 Webb, 1997
Twice each trimester a Thursday early release collaboration day will be spent with teachers meeting in vertical teams in order to ensure vertical alignment of curriculum and assessments.	Teacher salary and benefit costs	General Fund	Schmoker, 2001

The Site Leadership Team and the Site Instructional Council will meet once monthly to review the local benchmark assessments and STAR assessment sub-group data as available.	Teacher per diem costs for meetings that go beyond the regular work day.	SIG Funds	Bangert-Drowns, et.al., 1991
Increased Learning Time (ILT)			
Student instructional time will increase by 55 minutes daily for all students and from 176 days to 181 days yearly. Refer to appendix Page 44	Instructional staff per diem costs for additional instructional time.	SIG Funds	Gabrieli, C., 2010; Farbman, D. A., 2009
A four week summer school will be offered to all students and those at-risk will have priority to attend.	Teacher hourly costs for summer school hours	SIG Funds	Gabrieli, C., 2010; Farbman, D. A., 2009
Teacher planning and professional development time will increase by 88 hours yearly.	Teacher per diem costs for additional planning and professional development time.	SIG Funds	Schmoker, 2001
Provide Appropriate Social-emotional and Community-oriented Supports for Students (SCO)			
Hiring a school counselor to provide direct services to students experiencing social and emotional problems.	Counselor salary and benefit costs.	SIG Funds	Curtis, R., Van Horne, J., Robertson, P., & Karvonen, M., 2010
Hiring a family advocate to assist parents in connecting to much needed support resources. The family advocate will also coordinate parent related trainings and activities and assist at-risk students in gaining social skills and character skills.	Salary and benefit costs of the family advocate.	SIG Funds	Curtis, R., Van Horne, J., Robertson, P., & Karvonen, M., 2010
Hiring parent-student liaison to coordinate the Student	Salary and benefit costs of	SIG Funds	Polirstok, S., 1989;

Success Team and intervention program for struggling students.	the parent-student liaison.		Sanders, M G., 2008
Hire an attendance liaison to support parents and students in regular school attendance in order to meet the school's attendance goal of 96%.	Salary and benefit costs of the attendance liaison.	SIG Funds	Polirstok, S., 1989
Hire a playground recess coach to provide structured activities during student recesses and lunch to minimize negative student behavior by keeping students engaged in positive activities and improving social skills.	Salary and benefit costs of the playground recess coach. Recess equipment	SIG Funds General Fund	Wiley-Blackwell, 2009
Implementation of the Safe School Ambassador Program.	Group leader stipend and professional development consultant costs.	SIG Funds	Hensley, D., 2004
Character Education curriculum will be implemented for targeted students.	Curriculum costs	SIG Funds and After School Education and Safety Funds	Elias, M., 2010
Positive Behavior student incentive materials will be purchased to promote, recognize, and reward positive behavior.	Incentive materials costs.	SIG Funds	
Family and Community Engagement (FCE)			
Parent Trainings to assist parents in supporting their child's academic achievement. For example, Family Math Nights and Family Literacy Nights, Community Resource Fairs and First Day of School Celebration	Teacher Stipends Training materials and supplies	SIG Funds, Title I	Reyolds, A.J., 1992

Because the District has already completed negotiations with the union and has set aside necessary General Fund costs, with the full funding of the School Improvement, Grant Rose Ferrero Elementary School will have the capacity to

implement the Turnaround model by the first day of school 2010-2011. The District has already screened all current Rose Ferro staff and has rehired only 50% of the existing instructional staff and has replaced the principal. The Rose Ferrero Elementary School Turnaround model has the support of all stakeholders as evidenced by the collaborative signatures on SIG Form 2, the letters of support (Appendix pages 6-14), and the memorandums of understanding (Appendix pages 15-18).

Recruitment of External Providers

Rose Ferrero will not be using external providers other than the District DAIT provider that was selected in March of 2010. The manner in which the DAIT provider was selected included a review of the Academic Program and the District Assistance Survey results to determine needs of the district. Once the needs were identified a scoring rubric was created to use as a tool to narrow the DAIT provider proposals to the top three that were most skilled to provide services for the identified district needs. The top three providers were then interviewed by a panel of teachers, parents, and administrators and references were checked. The panel that selected the top provider was looking for a provider with proven results in schools and districts with similar demographics, capacity to provide services to all district schools, prior experience in K-12, ability to provide services that would be sustainable beyond their services, and experience with secondary mathematics. The District Curriculum Council and Board of Trustees then approved the panel's recommendation to select DataWorks as our DAIT provider. If the need to approve an external provider does surface during the implementation of the grant a similar process would be followed.

Alignment of other Resources with Interventions

The school receives the following resources which will help to support the Turnaround model at Rose Ferrero Elementary School. Refer to Form 10 for detailed activity/budget information.

- General Fund
- EIA
- Title I- Parent Support
- Title III
- ELAP
- SIP
- Categorical Block Grant Funds

Rose Ferrero Elementary School plans to use General Funds to support the core teacher salaries, transportation costs, general materials and supplies, professional development and to purchase state-adopted instructional materials. EIA, Title III, and ELAP funds will be used to hire an English Learner resource teacher to support English learners and coach teachers in their use of English Learner instructional strategies that will help our English learner students to acquire English as quickly as possible. Title I

funds help to support the after school homework center, parent trainings and involvement activities, and to support the technology based reading intervention program. In addition to the financial support from General Fund and Categoricals, Rose Ferrero Elementary School will also receive in kind support from the Monterey County Reads Program (MOU Appendix Page 17) that provides reading volunteers to read with identified students in grades K-3. Further, the school works collaboratively with Girl Scouts, YMCA, Girls Inc., and the Safe Routes to School Program. All of these other resources combined with the SIG funding will enable Rose Ferrero to implement a strong intervention program. The table below demonstrates how other resources will be used to meet the identified needs.

Other Resources	Implementation Activity	Identified Need
General Fund	Core teacher salaries with Early Release Collaboration Time Transportation	Teacher Collaboration and Planning Time Additional Bus Route due to Late Release Schedule
EIA, Title III, ELAP	English Learner Resource Teacher	Support for English Learners and Teachers of English Learners
Title I	Some Parent Trainings Math Intervention Software	Parent Trainings Intervention Services for ELA and Math
In-Kind	Monterey County Reads Parent Volunteers Girl Scouts YMCA Girls Inc. Safe Routes to School	Support for ELA Positive Behavior Supports

Alignment of Proposed SIG Activities with Current DAIT Process

The Rose Ferrero SIG activities are fully aligned with the planned DAIT process in that the school is implementing the four major recommendations of the DAIT provider as part of their instructional reforms and will be able to provide supplemental support of the DAIT activities with SIG funds.

The four major recommendations of the DAIT provider include:

- professional development in explicit direct instruction
- classroom coaching
- instructional leadership coaching
- implementation of a student achievement database

As called for in the Rose Ferrero Turnaround model the instructional staff will receive additional coaching days and professional development provided by our DAIT provider

using SIG funding. For example, all district schools will receive coaching from the DAIT provider four times yearly as part of the LEA Plan. Rose Ferrero will use SIG funding to purchase an additional four days in order to provide instructional coaching once per month. The implementation of the student achievement database will assist Rose Ferrero in disaggregating student achievement data in a timely and efficient manner. This will allow the collaborative teacher groups to use data to inform instruction. Our DAIT provider, DataWorks will provide instructional leadership coaching as part of the DAIT process, however Rose Ferrero's principal will also receive leadership coaching from the Alternative Governance Board. The Turnaround restructuring model is in alignment with our DAIT recommendations as it intensifies and extends the work of the DAIT process.

Modification of LEA Practices or Policies

Which policies or practices will be revised?

In order to implement the Turnaround model the District Turnaround Office met with the Soledad Teacher's Association (STA) to discuss policies and practices that would need to be modified in order to fully implement the restructuring plan. The group decided that the policies that needed to be modified included:

- The Rose Ferrero teacher work day increased from 7 hours to 7 hours and 55 minutes
- The Rose Ferrero teacher work year will increase from 179 days to 189 days
- The Rose Ferrero student instructional time will be increased from 5.5 hours to 6 hours and 25 minutes and the student instructional year will increase from 176 days to 181 days.
- Teachers at Rose Ferrero will meet an extra hour a month beyond the regular work day
- The Rose Ferrero teachers will be expected to teach Family Math Night or Family Literacy Night once monthly
- The district has also agreed to limit the attendance of students in need of bus transportation to Rose Ferrero due to the later dismissal time of the Rose Ferrero students
- The Rose Ferrero teachers will also be allowed to arrive at district meetings 10 minutes late due to their later dismissal.
- Rose Ferrero teachers will receive incentives for career and professional growth

These policies needed to be modified and agreed to by the *Soledad Teachers' Association* in order to be compliant with the union contract and avoid a grievance.

Once the policy wording modifications were completed by the STA representatives and the District Turnaround Office, the STA negotiations team and the district negotiations team met and created a side letter agreement to the current STA contract and both the union and board of trustees approved the side letter on April 15, 2010. Teacher and administrator placement for 2010-2011 have already been announced and teachers were moved to a new school June 13-17. Because union

negotiations are complete and all stakeholders are in support of the revised policies Rose Ferrero is ready to implement the Turnaround model on the first day of school.

Sustainment of the Reforms after the Funding Period Ends

The strategies in the grant were chosen to meet the needs of the students of Rose Ferrero. While those needs continue to exist, the interventions must continue. As the district staff and school staff implement new activities and ideas or tighten up existing strategies, the capacity to continue them is strengthened through experience and practice. Site capacity will be built over the grant period by training site teachers to become trainers in specific strategies and programs. This will decrease the need in future years to hire outside staff development presenters and consultants.

Rose Ferrero Elementary School plans to implement a waiver to extend the SIG funding through September 30, 2013. After September 30, 2013 the selected intervention activities will be continued through categorical funding and through support from partner agencies. Intervention model activities will be prioritized and implemented as funds are available.

Intervention Element	Resource for Sustainability
Socio-Emotional Support	Personnel: categorical funding, collaboration with community and county agencies, other grant funding as available
Student Achievement	-Summer School (Increased Instructional Time) funded through categorical funds, supplemental hourly funds, -After School Tutoring – categorical funds, supplemental hourly funds, ASES After School Program as funds are available -improved core instruction in the regular classroom will continue through ongoing accountability and professional development
Professional Development	Title I funds, district trainers and coaches trained with grant funding will continue their activities and will train others Collaboration will continue on the weekly early release day
Use of Data	The district data management module will be funded through district funds used for gathering data and producing reports. The weekly collaboration sessions will continue to be used to analyze data and make instructional decisions.

Establishment of Challenging LEA Annual School Goals for Student Achievement

The annual goals for student achievement are measurable, are based on the California Content Standards Test and are clearly identified.

Rose Ferrero Elementary School will at a minimum make safe harbor goals each year by reducing the percentage of students who are non-proficient by 10% or more from the prior year overall and in every subgroup. As noted in the chart below Rose Ferrero has met this goal in math *only once* over the last three years and only once in three years in ELA. The goal realistically can be met with the supports that the SIG funds will provide to the Rose Ferrero students. The table below shows the 3 year history as well as a 3 year projection for this safe harbor goal.

10% less Students Scoring <u>Not Proficient</u> 3 Year History of Attainment of Safe Harbor Goal						
	2006-2007		2007-2008		2008-2009	
	ELA	Math	ELA	Math	ELA	Math
Target	62.1%	57.9%	71.5%	70.83%	70.11%	61.92%
Actual	79.4% ♦	78.7% ♦	77.9% ♦	68.8% *	69.1% *	67.4% ♦

♦ Did not achieve "10% less students scoring not proficient target"

* Achieved "10% less students scoring not proficient target"

Percent of Students Scoring <u>Proficient</u> When Safe harbor Goal is Met						
	2009-2010		2010-2011		2011-2012	
	ELA	Math	ELA	Math	ELA	Math
Target	37.81%	39.34%	44.03%	45.41%	49.63%	50.87%

In order to monitor the goal, CST data will be collected each August upon release and the Alternative Governance Board will meet with the principal to disaggregate and analyze the student achievement data. The principal will then analyze the data with her staff and action plans to address student needs for the impending year will be written by grade level teams. During the school year local benchmark data will be collected every six weeks and analyzed by grade level teams and the Instructional Council to check progress of students toward mastery of essential standards.

Inclusion of Tier III Schools

The Soledad Unified School District will not serve Tier III schools with SIG funds. The school that will be served, Rose Ferrero, is a Tier I school.

Consultation with Relevant Stakeholders

The District Turnaround Office and the Rose Ferrero principal held six staff and three parent meetings to consult with staff and parents regarding the School Improvement Grant application. At each meeting the needs assessment results,

components and requirements of the grant, and possible ways to implement the necessary changes to improve student achievement were discussed. These stakeholders brainstormed ideas and then talked through the pros and cons of each idea that could be included in the grant application. The School Site Council, English Learner Advisory Council, and the Parent Teacher Association participated in the parent meetings.

The associated student body leadership students of Rose Ferrero were also consulted and they brainstormed a list of activities they felt should be implemented in order to improve student achievement. The teacher's union, STA, also suggested several ideas to increase instructional time and how to provide incentives to teachers for career growth. The District Curriculum Council also was consulted and suggested possible activities to be included in the grant.

In order to involve the community in understanding the designation of "Persistently Low-achieving School" and the implementation of the Turnaround model the District Turnaround Office presented information at the local Rotary Club meeting. Several Rotary Club members also have agreed to partner with Rose Ferrero Elementary School to provide services and support to their restructuring plan.

The significant Stakeholder input was around how to increase instructional minutes in a way that would best meet the needs of students. The goal was to add as close to 300 minutes as possible of additional instructional time. As reflected in the minutes the suggestions included starting school anywhere from 45 minutes earlier than it currently starts to adding up to an hour to the end of the day. There was also discussion about decreasing the lunch time from 40 minutes to 30 minutes and adding an additional three weeks at the beginning or at the end of the school year or adding additional days during the year including some Saturdays, going single track year round, and adding a week during the winter break. After all input was collected from all stakeholders the decision was made to start school 25 minutes earlier than it currently starts and end 30 minutes later. In addition to lengthening the school day, the school is adding 6 more instructional days to the year and 10 additional teacher collaboration and professional development days. The rationale for 6 additional days and lengthening the school day by 55 minutes was that this plan allows the Rose Ferrero teachers to stay on the same pacing guide and benchmark assessment system with the entire district but have the additional time daily to teach essential standards to the level of depth and complexity that would lead to mastery. The lunch time was not shortened because some parents felt that lessening the student's lunch break may feel like a punishment to students rather than an extra support. Some parents also did not like the idea of adding a week during winter break because they travel to Mexico and it would create a hardship on these families. Parents also wanted all students to have the opportunity to attend summer school in order to support at-risk students in gaining skills necessary to be successful at the next grade level or enrichment for those students on grade level. The final decision was to offer summer school to at-risk students and depending upon fund availability on grade level students may also be invited.

Another major discussion with parents and students was in regard to how to increase student achievement. Students and parents for the most part felt that increased parent activities and supports would improve the parents' ability to support their children. The parents and students asked for parent training opportunities and English classes to improve their English skills. The students felt that achievement would be improved if parents were more in touch with the happenings at the school. They felt that communication could be improved by adding a website that would increase access to information about their child's progress in school, homework, information about parent trainings and school events. The parents agreed with the students' suggestion and the decision to create a school web page to improve home school communication was added to the plan.

All stakeholder groups felt a strong need for additional support for students' social and emotional needs. They agreed that adding full time coaches for ELA and math, a counselor, a resource teacher, a family advocate, a parent liaison, an attendance person, a physical education teacher, and art enrichment teacher would provide the students and their parents all of the support needed to accelerate the learning of students coming from a background of poverty (92%) and the many students learning a second language (50.5%).

Teachers and parents discussed the need for kindergarten students to come to kindergarten with more school readiness skills. This brought forth the idea of adding a junior kindergarten for four year olds who cannot afford to attend preschool.

Parents were pleased about the concept of a junior kindergarten because they felt strongly this would give incoming students an earlier opportunity to begin learning academic language, English, and appropriate social skills.

The teachers and parents also discussed the replacement of staff and how it would be done. Parents were interested in having an opportunity to meet the new instructional staff members prior to the start of the school year and staff members were concerned about when and how they would be moved and who would be selected. A day to meet and greet the new staff members was set. Also, teachers were assured that staff moves would be decided by looking at data by grade level and the needs of the school. A moving day was selected and the details of the move were discussed.

Examples of the minutes and agendas of meetings, along with letters of support and Memorandums of Understanding, are included in the grant application Appendix Pages.

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SIG Form 4a-LEA Projected Budget

LEA Projected Budget

Fiscal Year 2009-10

Name of LEA: Soledad Unified School District	
County/District (CD) Code: 27-75440	
County: Monterey	
LEA Contact: Deneen Newman	Telephone Number: 831-678-3987
E-Mail: dmceachi@monterey.k12.ca.us	Fax Number: 831-678-2866
SACS Resource Code: 3180	
Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010-11	FY 2011-12	FY 2012-13
1000- 1999	Certificated Personnel Salaries	0	0	0
2000- 2999	Classified Personnel Salaries	0	0	0
3000- 3999	Employee Benefits	0	0	0
4000- 4999	Books and Supplies	0	0	0
5000- 5999	Services and Other Operating Expenditures	0	0	0
6000- 6999	Capital Outlay	0	0	0
7310 & 7350	Transfers of Indirect Costs	0	0	0
7370 & 7380	Transfers of Direct Support Costs	\$80,494.61	\$75,691	\$77,493
Total Amount Budgeted		\$80,494.61	\$75,691	\$77,493

SIG Form 5a–LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Indirect Cost Year 1 \$80,494 Indirect Cost Year 2 \$75,691 Indirect Cost Year 3 \$77,493	\$223,678	7310

School Projected Budget

Fiscal Year 2010–11

Name of School: Rose Ferrero	
County/District/School (CDS) Code: 27-75440	
LEA: Soledad Unified	
LEA Contact: Deneen Newman	Telephone Number: (831) 678-3987
E-Mail: dmceachi@monterey.k12.ca.us	Fax Number: (831) 678-2866
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	\$807,977	\$853,313	\$867,960
2000– 2999	Classified Personnel Salaries	\$127,556	\$147,467	\$150,050
3000– 3999	Employee Benefits	\$272,123	\$309,094	\$311,867
4000– 4999	Books and Supplies	\$306,006	\$121,623	\$137,099
5000– 5999	Services and Other Operating Expenditures	\$62,495	\$58,495	\$58,495
6000– 6999	Capital Outlay	\$ 0	\$0	\$0
7370 & 7380	Transfers of Direct Support Costs	\$0	\$0	\$0
Total Amount Budgeted		\$1,576,157	\$1,489,992	\$1,525,471

SIG Form 5b—School Budget Narrative**School Budget Narrative**

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Rose Ferrero Elementary School

Activity Description	Subtotal	Object Code
Turnaround principal stipend for additional 300 hours per year as called for in the Turnaround Model x 3 yrs = 900 hours \$15,000 x 3 yrs.	\$45,000	1300
Turnaround principal stipend benefits \$15,000 X 14.57% = \$2,186 per year x 3 yrs	\$6,558	3000-3999
Teacher per diem salaries for added instructional time and work days. Teachers receive a 2% increase each year. (Teacher per diem salaries vary by teacher but all teachers are working an additional 5 days and an additional hour per day for a total of 181 instructional days) Year 1 = \$196,221, Year 2 = \$200,145, Year 3 = \$204,148	\$600,514	1100
Teacher per diem salary benefits for added instructional time (Teacher per diem salaries vary by teacher but all teachers are working an additional 5 days and an additional hour per day for a total of 181 days) Year 1 \$196,221 X 13.41% = \$26,313.61 Year 2 = \$200,145 x 13.41% = \$26,839.44, Year 3 = \$204,148 x 13.41% = \$27,376.24	\$80,529.26	3000-3999
Recruitment Incentive Stipend 25@\$1,000 Year 1 only	\$25,000	1100
Reading specialist/coach annual salary- Reading specialist/coach will provide job-embedded coaching to teachers as well as provide direct services to students struggling in English language arts. (Salary is estimated at the average teacher salary rate.) Two percent annual increase Year 1 = \$56,120, Year 2 = \$57,242, Year 3 = \$58,387	\$171,749	1100
Reading specialist/coach benefits Year 1 \$56,120 X 13.41% = \$7,525.69 (Statutory benefits) + \$21,000 (Health benefits) = \$28,525.69 Year 2 \$57,242 x 13.41 = \$7,676.15 + \$21,000 H & W = \$28,676.15 Year 3 \$58,387 x 13.41 = \$7,829.69 + \$21,000 H & W = \$28,829.69	\$86,031.53	3000-3999

Activity Description	Subtotal	Object Code
Math coach/Specialist annual salary- The math coach will provide job-embedded coaching to teachers as well as provide direct services to students struggling in mathematics. (Salary is estimated at the average teacher salary rate.) Two percent annual increase Year 1 = \$56,120, Year 2 = \$57,242, Year 3 = \$58,387	\$171,749	1100
Math coach benefits Year 1 \$56,120 X 13.41% = \$7,525.69 (Statutory benefits) + \$21,000 (Health benefits) = \$28,525.69 Year 2 \$57,242 x 13.41 = \$7,676.15 + \$21,000 H & W = \$28,676.15 Year 3 \$58,387 x 13.41 = \$7,829.69 + \$21,000 H & W = \$28,829.69	\$86,031.53	3000-3999
Learning Director Stipend for additional 300 hours per year \$5,000 per year x 3 years	\$15,000	1300
Clerical salary for added work time due to increased day and increased year. 2% annual increase. Year 1 = 132.5 hours x 1.5 hourly rate x 2 people = \$7399 Year 2 = \$7,546 Year 3 = \$7,698	\$22,643	2100
Benefits for increased clerical work time: Year 1 \$7399 x 30.21% = \$ 2235.23 PERS Reduction = \$7399 x 2.313% = \$117.13 Total: \$2352.36 Year 2 = \$7546 x 30.21% = \$2279.64 PERS Reduction = \$7546 x 2.313% = \$174.53 Total = \$2454.17 Year 3 = \$7698 x 30.21% = \$2325.56 PERS Reduction = \$7698 x 2.313% = \$178.05 Total = \$2503.61	\$7310.14	
Salary cost for increased time for substitutes at the Turnaround School: 22 teachers x 10 sub days x \$19.29 extra per hour = \$4,243 x 3 years	\$12,729	
Benefit cost for increased substitute time = \$4,243 x 13.41% = \$569 x 3 years	\$1707.28	
Physical education teacher annual salary- The physical education teacher will teach physical education to two classes at the same grade level while the classroom teacher participates in collaboration, planning, and professional development sessions with grade level colleagues. (Salary is estimated at the average salary rate.) Two percent annual increase Year 1 = \$56,120, Year 2 = \$57,242, Year 3 = \$58,387	\$171,749	1100
Physical education coach benefits \$ Year 1 \$56,120 X 13.41% = \$7,525.69 (Statutory benefits) + \$21,000 (Health benefits) = \$28,525.69 Year 2 \$57,242 x 13.41 = \$7,676.15 + \$21,000 H & W = \$28,676.15 Year 3 \$58,387 x 13.41 = \$7,829.69 + \$21,000 H & W = \$28,829.69	\$86,031.51	3000-3999

Activity Description	Subtotal	Object Code
Art teacher annual salary- The art teacher will teach art to two classes at the same grade level while the classroom teacher participates in collaboration, planning, and professional development sessions with grade level colleagues. (Salary is estimated at the average salary rate.) Two percent annual increase Year 1 = \$56,120, Year 2 = \$57,242, Year 3 = \$58,387	\$171,749	1100
Art teacher benefits Year 1 \$56,120 X 13.41% = \$7,525.69 (Statutory benefits) + \$21,000 (Health benefits) = \$28,525.69 Year 2 \$57,242 x 13.41 = \$7,676.15 + \$21,000 H & W = \$28,676.15 Year 3 \$58,387 x 13.41 = \$7,829.69 + \$21,000 H & W = \$28,829.69 (benefits) + \$21,000 (Health benefits) = \$28,525.69	\$86,031.51	3000-3999
Learning Director annual salary- The learning director will assist the principal in monitoring the full implementation of the grant actions and instructional changes. Year 1 = \$72,049, Year 2 = \$73,489 Year 3= \$74,959	\$220, 497	1300
Learning Director benefits Year 1 = \$72,049 X 14.57% = \$10,497.53 (Statutory benefits) + \$21,000 (Health benefits) = \$31,497 Year 2 = 73,489 x 14.57% = 10,707 + \$21,000 H&W = \$31, 707 Year 3 = \$74,959 x 14.57% = 10,921 + 21,000 H&W=\$31, 921	\$95,125	3000-3999
Junior Kindergarten Teacher annual salary- This teacher will teach a class of four year old students who will enter kindergarten the following fall in order to help the students develop readiness skills and academic language as well as have access to English. (Salary is estimated at the average teacher salary.) Two percent annual increase. Year 2 = \$57,242, Year 3 = \$58,387	\$115,629	1100
Junior Kindergarten teacher benefits Year 2 \$57,242 x 13.41 = \$7,676.15 + \$21,000 H & W = \$28,676.15 Year 3 \$58,387 x 13.41 = \$7,829.69 + \$21,000 H & W = \$28,829.69	\$57,505.84	3000-3999
Teacher hourly costs for after school small group tutoring- 7 teachers will tutor struggling students after school for 2 hrs per week X 36 weeks for a total of 504 hours. Teachers are paid \$35 for hourly rate. 504 hrs X \$35 = \$17,675 x 3 yrs	\$52,920	1100
Teacher benefits for after school small group tutoring- \$17,640 X 13.41% = \$2,370 x 3 yrs	\$7,096	3000-3999
Substitute Teacher salaries- Substitute teachers will cover classes to release teachers for peer observations. 18 teachers will conduct 3 peer visitations for a total of 54 substitute release days. 54 sub days X \$154.29 per day = \$8,331 x 3 yrs	\$24,994.98	1100

Activity Description	Subtotal	Object Code
Substitute Teacher benefits \$8,331 X 13.41% = \$1117.18 (Statutory benefits) x 3 yrs	\$3,351.56	3000-3999
Teacher hourly rate costs to teach Parent Training Nights. 7 Parent Nights X 19 teachers X 2hrs. X \$35 per hour = \$9,310 x 3 yrs	\$27,930	1100
Teacher Parent Training Night benefits \$9,310 X 13.41% = \$1,248	\$3,744	3000-3999
Counselor annual salary- The counselor will provide direct services to students in need of social and emotional support. Two percent annual increase. Year 1 = \$56,120, Year 2 = \$57,242, Year 3 = \$58,387	\$171,749	1100
Counselor benefits \$ Year 1 \$56,120 X 13.41% = \$7,525.69 (Statutory benefits) + \$21,000 (Health benefits) = \$28,525.69 Year 2 \$57,242 x 13.41 = \$7,676.15 + \$21,000 H & W = \$28,676.15 Year 3 \$58,387 x 13.41 = \$7,829.69 + \$21,000 H & W = \$28,829.69	\$86,031.51	3000-3999
Safe School Ambassador teacher stipend- Four teachers will receive a stipend for providing training to students and will support student ambassadors by meeting with students regularly and monitoring the program. \$2210 x 3 years	\$8,630	1100
Safe School Ambassador teacher benefits \$2,210 x 13.41% = \$296 (Statutory benefits) x 3 yrs	\$888	3000-3999
Degree attainment stipends- To retain highly qualified teachers up to 3 teachers per year can receive a stipend of \$1,000 if they receive an advanced degree. \$3,000 X 3 yrs	\$9,000	1100
Degree attainment stipend benefits \$1,000 X 3 teachers = \$3,000 \$3,000 X 13.41% = \$402 (Statutory benefits) x 3 yrs	\$1206	3000-3999
Teacher per diem salaries for increased work hours for instructional planning and collaboration. (Teacher per diem salaries vary by teacher but all teachers are working an additional 88 hours annually.) plus 2 % annual increase. Year 1 = \$113,140 Year 2 = \$115,260 Year 3 = \$117,565	\$345,965	1100
Teacher per diem salary benefits for added instructional time Year 1 = \$113,140 X 13.41% = \$15,172 (Statutory benefits) Year 2 = \$115,260 X 13.41% = \$15,456 Year 3 = \$117,565 x 13.41% = \$15,765	\$46,393	3000-3999
Teacher pro-rated per diem hourly cost for Alternative Governance Instructional Site Council meetings monthly (approximate until specific teachers are identified) \$50/hr x 2 hours x 9 meetings x 2 teachers = \$1800 per yr. x 3 yrs.	\$5,400	1100

Activity Description	Subtotal	Object Code
Benefits for Instructional Site Council Meetings $\$1800 \times 13.41\% = \$241.38 \times 3 \text{ years}$	\$724.14	3000-3999
Peer coaching substitute teacher salaries- Selected teachers will provide peer coaching to partner teachers. Substitute teachers will cover classes of teachers who are conducting peer coaching sessions. 26 substitute days X \$154 per day = \$4011.59 x 3 yrs	\$12,034.77	1100
Peer coaching substitute teacher benefits $\$4011.59 \times 13.41\% = \$537.95 \text{ (Statutory benefits)} \times 3 \text{ yrs}$	\$1,613.86	3000-3999
Data Management System Training for selected teachers to be trainers for the rest of the staff. 8 teachers X 13 hrs. X \$35 = \$3,640 Year 1 only	\$3,640	1100
Computer lab aide annual salary- The computer lab intervention aide will assist teachers in the implementation, monitoring, and data reporting of targeted computer-based interventions. Two percent annual increase Year 1 = 5.5 hrs. X 181 days X 16.70 = \$16,624.85 Year 2 = \$16,956.48 Year 3 = \$17,295.61	\$50,876.94	2100
Computer lab aide annual benefits Year 1 = \$16,624.85 X 30.21% = \$5,022.36 (Statutory benefits) \$16,624.85 X 2.313% PERS Reduction = \$384.53 Total = \$5,406.89 Year 2 = \$16,956.48 X 30.21% = \$5,122.55 (Statutory benefits) \$16,956.48 X 2.313% PERS Reduction = \$392.27 Total = \$5,514.82 Year 3 = \$17,295 X 30.21% = \$5,224.81 (Statutory benefits) \$17,295 X 2.313% PERS Reduction = \$400.03 Total = \$5,624.84	\$16,546.55	3000-3999
Junior Kindergarten instructional aide annual salary- The instructional aide will provide direct services to students in the Junior Kindergarten Program. Two percent annual increase Year 2 = 5.5 hrs. X 181 days X \$17.03 = \$16,956.48 Year 3 = \$17,295.61	\$34,252.09	2100
Junior Kindergarten aide benefits Year 1 = \$16,624.85 X 30.21% = \$5,022.36 (Statutory benefits) \$16,624.85 X 2.313% PERS Reduction = \$384.53 Total = \$5,406.89 Year 2 = \$16,956.48 X 30.21% = \$5,122.55 (Statutory benefits) \$16,956.48 X 2.313% PERS Reduction = \$392.27 Total = \$5,514.82 Year 3 = \$17,295 X 30.21% = \$5,224.81 (Statutory benefits) \$17,295 X 2.313% PERS Reduction = \$400.03 Total = \$5,624.84	\$11,139.66	3000-3999
Family Advocate annual salary- The family advocate will coordinate all parent trainings and provide outreach services to parents and connect them to much needed social and academic services. Plus 2% annual increase. Year 1 = \$41,336 Year 2 = \$42,162 Year 3 = \$43,005	\$126,503	2200

Activity Description	Subtotal	Object Code
Family Advocate benefits Year 1 = \$41,336.85 X 30.21% = \$12,487.86 (Statutory benefits) \$41,336.85 X 2.313% PERS Reduction = \$956.12 Total = \$13,443.98 Year 2 = \$42,162 x 30.21% = \$12,737.14 \$41,336.85 X 2.313% PERS Reduction = \$956.12 Total = \$13,693.26 Year 3 = \$43,005 x 30.21% = \$12,991.81 \$43,005 X 2.313% PERS Reduction = \$994.70 Total = \$13,986.51	\$41,123.75	3000-3999
Attendance Support Liaison annual salary- The Attendance Support Liaison will check daily absences and follow up with parents of absent students to verify absences and encourage parents to help their children improve their attendance and punctuality. Plus 2% annual increase. Year 1 = \$27,157 Year 2 = \$27,700 Year 3 = \$28,254	\$83,111	2400
Attendance Support Liaison benefits Year 1 = \$27,157 X 30.21% = \$8,204.12 (Statutory benefits) \$27,157 X 2.313% PERS Reduction = \$628.14 Total = \$8,832.26 Year 2 = \$27,700 X 30.21% = \$8,368.17 (Statutory benefits) \$27,157 X 2.313% PERS Reduction = \$640.70 Total = \$9008.34 Year 3 = \$28,254 X 30.21% = \$8,535.53 (Statutory benefits) \$28,254 X 2.313% PERS Reduction = \$653.51 Total = \$9,189.04	\$27,029.64	3000-3999
Playground Recess Coach- The coach will organize structured games every recess period so that student discipline issues during normally unstructured periods will decrease. Two percent annual increase. Year 1 = \$19,084 Year 2 = \$20,236 Year 3 = \$20,640	\$59,960	2200
Playground coach benefits Year 1 = \$19,084 x 30.21% = \$5,765.27 (Statutory benefits) \$19,084 X 2.31% PERS Reduction = \$441.41 Total = \$6,206.68 Year 2 = \$20,236 x 30.21% = \$6,113 \$20,236 x 2.313% = \$468 Total = \$6,581 Year 3 = \$20,640 x 30.21% = \$6,235 \$20,640 x 2.313% = \$477 Total = \$6,712	\$ 19,501	3000-3999
A four week Summer School will be offered for all below proficient students.		
10 teachers x \$35.00 x 5 hours a day x 19 days = \$33,250 for instructional days for students = \$33,250 X 3 years	\$99,750	1100
10 teachers x \$35.00 x 7 hours a day x 2 days = \$4,900 for teacher training days x 3 years	\$14,700	1100
10 teachers at \$38,150 x 13.41% for statutory benefits = \$5,115.91 x 3 years	\$15,347.73	3000
7 aides x \$16.70 per hr x 5 hours x 19 days =	\$33,316.50	2100

\$11,105.50 x 3 years		
7 aides x \$16.70 per hr x 5 hours x 19 days = \$3,354.82 x 30.21% statutory benefits= \$3,354.82 PERS Reduction \$11,105.50 X 2.313% = \$256.85 Total = \$3611.67	\$10,835.01	3000
1 custodian x \$11.70 per hour x 8 hours x 21 days = \$1,965.00 x 3 years	\$5895.00	2400
1 custodian x \$11.70 per hour x 8 hours x 21 days = \$1,965.00 \$1,965 X 30.21% statutory benefits= \$593.62 PERS Reduction \$1,965 X 2.313% = \$45.45 Total = \$639.07 x 3 years	\$1,917.21	3000
1 administrator summer school stipend = \$8,631.00 x 3 years	\$25,893.00	1300
1 administrator summer school stipend = \$8,631.00 x 14.75% benefit costs= \$1,257.53 x 3 years	\$3,772.59	3000
1 secretary x \$18.71 per hour x 114 hours= \$2,132.94 x 3 years	\$6,398.82	2300
1 secretary x \$18.71 per hour x 114 hours= \$2,132.94 x 30.21% statutory benefit costs = \$644.07 PERS Reduction 2.313% = \$49.33 Total = \$693.40 x 3 years	\$2,080	3000
1 head cook x \$13.50 per hour x 6 hours per day x 20 days = \$1,620.00 x 3 years	\$4,860	2500
1 head cook x \$13.50 per hour x 6 hours per day x 20 days = \$1,620.00 x 30.21 % statutory benefit costs = \$489.40 PERS Reduction 2.313% = \$37.47 Total = \$526.87 x 3 years	\$1,580.61	3000
1 food service worker x \$13.00 per hour x 5.5 hours x 20 days = \$1,430.00 x 3 years	\$4,290	2500
1 food service worker x \$13.00 per hour x 5.5 hours x 20 days = \$1,430.00 X 30.21% statutory benefits = \$432 PERS Reduction 2.313% = \$33.07 Total = \$465.07 x 3 years	\$1395.21	3000
Instructional Materials for Summer School and regular year intervention programs Year 1 = \$14,800 Year 2 = \$14,800 Year 3 = \$16,000	\$45,600	
Transportation costs \$2,000 x 3 years	\$6,000	5700
DataWORKS Explicit Direct Instruction Training Consultant Fees (Summer School Step Up Academy) \$24,000 x 3 years	\$72,000	5800
Purchase academic intervention software program 20 licenses X \$1000 = \$20,000 + maintenance and staff development \$8,000 Year 1 = \$28,000 Year 2 Maintenance Fee and Staff Development Fee = \$8,000 Year 3 Maintenance and Staff Development Fee = \$8,000 + 11 additional licenses \$11,500 = 19,500	\$44,000	4300
Supplemental instructional materials for Homework Help Center \$1,400 x 3 years	\$4,200	4300

Activity Description	Subtotal	Object Code
Data Management System (to disaggregate local and state assessment results and to create formative assessments from test item bank) annual contract \$28,000 x 3 years	\$84,000	4300
Interpreter System for Spanish speaking parents to receive direct translation during all parent activities Year 1 only	\$2,506	4300
Parent Resource Center materials that will aid parents in understanding how to support their children's academic, social, and emotional needs. \$1,000 x 3 years	\$3,000	4300
Parent Resource Center Rosetta Stone Program Year 3 = \$10,600	\$10,600	4300
Document cameras for teachers to use as an instructional tool to provide increased visual support and student engagement 20 document cameras X \$600 = \$12,000 Year 1 only	\$12,000	4400
Student Response Systems to improve student engagement for all 2-6 grade students but especially English Learners 12 Student Response Systems X \$2,000 = \$24,000 Year 1 only	\$24,000	4400
Teacher Lap Tops for teachers to provide visual support and improve student engagement 29 Lap Tops X \$1,000 = \$29,000 Year 1 only	\$29,000	4400
LCD and Interactive Whiteboards (Combined System) 29 LCD/Interactive Whiteboard X \$2,000 = \$58,000 Year 1 only	\$58,000	4400
Materials for lunch time student activities \$1,500 x 3 years	\$4,500	4300
Desktop computers for students to access the technology based intervention programs for English language arts, ELD, and math 60 desktop computers X \$1,000 = \$60,000 Year 1 Year 2 - 36 x \$1,000 (intervention lab computers) = \$36,000 Year 3 - 25 x \$1,000 = \$25,000	\$118,000	4400
Parent Training Materials for Parent Nights \$4,500 x 3 years	\$13,500	4300
Positive Behavioral Student Support Materials \$5,000 x 3 years	\$15,000	4300
Character Education Instructional Materials \$2,500 x 3 years	\$7,500	4300
Volunteer Appreciation and Recognition materials \$2,000 x 3 years	\$6,000	4300
Materials for Art and P.E. programs Years 1 – 10,600 2 = 10,600, Year 3 = \$12,220	\$33,420	4300
Materials for Family Participation in training and school events \$2,000 x 3 years	\$6,000	4300
Engagement Strategy Training Materials \$2,000 x 3 years	\$6,000	4300
Alternative Governance Program Evaluation Specialist annual salary \$5,000 x 3 years	\$15,000	5800

Activity Description	Subtotal	Object Code
Website Development and Maintenance Consultant Fees Year 1 = \$4,000 Year 2 = \$2,000 Year 3 = \$2,000	\$8,000	5800
Safe School Ambassador Training Consultant Fee \$1,000 x 3 years	\$1,000	5800
Additional days of DataWORKS Coaching Training Consultant Fees 4 days X \$2,500 = \$10,000 x 3 years	\$30,000	5800
Formative Assessment Training Consultant Fees 1 day X \$2,000 = \$2,000 x 3 years	\$6,000	5800
Student Engagement Training Consultant Fees 1 day X \$4,500 = \$4,500 x 3 yrs	\$13,500	5800
Student Response System Technology Training Consultant Fees 1 day X \$1,000 = \$1,000 x 3 years	\$3,000	5800
Interactive Whiteboard Technology Training 1 day X \$1,000 = \$1,000	\$1,000	5800
Document Camera Technology Training 1 day X \$1,000 = \$1,000	\$1,000	5800
Professional Learning Community Training Conference Fee 5 teachers X \$1,000 = \$5,000 x 3 years (An additional 5 teachers will attend and be paid out of other site funds)	\$15,000	5200
RTI Training Conference Fee 3 teachers X \$665 = \$1,995 x 3 years (An additional 5 teachers will attend and be paid out of other site funds)	\$5,985	5200

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace
 2. The grantee's policy of maintaining a drug-free workplace
 3. Any available drug counseling, rehabilitation, and employee assistance programs
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

Soledad Unified School District

1261 Metz Road

Soledad, CA 93960

Check ☐ if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

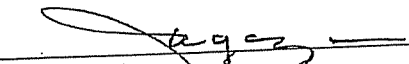
- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Jorge Z. Guzman

Name of Program: American Reinvestment and Recovery Act (ARRA) SIG Grant Section 1003(g) Cohort 2009-10

Printed Name and Title of Authorized Representative: Jorge Z. Guzman, Superintendent

Signature:  Date: 5/27/10

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544
Last Reviewed: Wednesday, May 05, 2010

Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

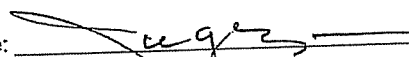
- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised July-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Soledad Unified School District

Name of Program: American Reinvestment and Recovery Act (ARRA) SIG Grant Section 1003(s) Cohort 2009-10

Printed Name and Title of Authorized Representative: Jorge Z. Guzman, Superintendent

Signature:  Date: 5/27/10

ED 80-8013 (Revised Jun-2004) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544
Last Reviewed: Tuesday, February 24, 2009

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion—lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

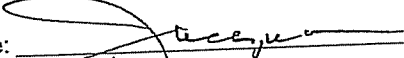
Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Soledad Unified School District

Name of Program: American Reinvestment and Recovery Act (ARRA) SIG Grant Section 1003(g) Cohort 2009-10

Printed Name and Title of Authorized Representative: Jorge Z. Guzman, Superintendent

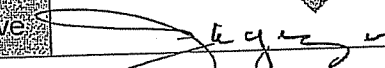
Signature:  Date: 5/27/10

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

SIG Form 7-Sub-grant Conditions and Assurances (page 3 of 3)

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name	Soledad Unified School District
Authorized Executive	Jorge Z. Guzman
Signature of Authorized Executive	

A

SIG Form 8—Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 28 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

- ☐ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

Note: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

- ☒ "Starting over" in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

- ☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

SIG Form 9—Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		PROJECTED COST
						Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	
Rose Ferrero Elementary School	61-187-56	0637050	X			X				X		\$1,656,652.25

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Rose Ferrero Elementary Tier: I Intervention Model: <input checked="" type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation Total FTE required: _____ LEA <u>11</u> School _____ Other _____						
Required Component Acronym And Identified Need	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	Replace Principal and Grant Sufficient Operational Flexibility					
RP	Hire Turnaround Principal	July 1, 2010	\$15,000		Base Salary – District General fund	District Turnaround Office
SS	Screen, Replace 50% of Staff, Select New Staff					
Need # 10	Replace 50% of current instructional staff - incentive stipend : 25 @ \$1,000	July 1, 2010	\$25,000		Base Salaries -District General Fund	District Turnaround Office
IP	Use Data to Implement New Instructional Program					
Also SS IP cont'd	Hire Reading Specialist/ELA Coach to provide job-	August 2010	\$ 56,120 + 28,525			Principal, H.R. Director

Need #5, #1	embedded professional development to teachers as well as to provide direct services to students struggling in English Language Arts		(benefits)			
Also SS Need # 5, #1	Hire Math Coach/Specialist to provide job-embedded coaching to teachers as well as to provide direct services to students struggling in mathematics.	August 2010	\$ 56,120 + 28,525 (benefits)			Principal, H.R. Director
Also SS Need #8, #1	Hire Learning Director to assist the Principal in monitoring the full implementation of the grant actions and instructional changes to be sure that teachers receive the needed support to fully implement the instructional changes.	August 2010	\$72,049 + \$10,497 (benefits)			Principal, H.R. Director
RP	Learning Director Stipend for increased work time	August 2010	\$5,000			Principal, H.R. Director
Also SS Need #7, 1	Hire P.E. Teacher to teach physical education to two classes at the same grade level while the classroom teacher participates in collaboration, data analysis, planning and professional development sessions with grade level colleagues.	August 2010	\$ 56,120 + 28,525 (benefits)			Principal, H.R. Director

Also SS Need # 7, 1	Hire Art Teacher to teach art to two classes at the same grade level while the classroom teacher participates in collaboration, data analysis, planning and professional development sessions with grade level colleagues. The Art teacher will also provide standards based art instruction to students to meet the need of providing enrichment to students.	August 2010	\$ 56,120 + 28,525 (benefits)			Principal, H.R. Director
Need #7,1	Materials for Art and P.E. programs	Sept. 2010- June 2013	\$33,420			Learning Director
Also SS Need # 4	Hire Computer Lab Intervention Instructional Assistant to assist teachers in the implementation, monitoring, and data reporting of targeted computer-based interventions.	August. 2010	\$20,418 + \$5,406 (benefits)			Principal, H.R. Director
Need # 1	Technology items will be purchased and consistently implemented. Document Cameras, LCD Projectors, Laptop Computers, Interactive Whiteboards, and Desktop computers, Student Response systems will	Aug 2010 – June 2013	\$241,000		District Tech Team will provide installation and maintenance support.	Technology Director

	increase student engagement and technology skills, as well as provide comprehensible input to English Learners and special needs students.					
IP Needs #1, 3, 4	Implement academic intervention program through individualized software program	August 2010 – June 2013	\$44,000			Learning Director
IP	Homework Help Center materials	August 2013	\$1,400 Per yr			Family Advocate

GS	ALTERNATIVE GOVERNANCE					
Need #8	Establish Alternative Governance Board	August 2010	\$0			Superintendent, Associate Superintendent, Principal
Need #8	Alternative Governance Board meet monthly to review SIG grant goals and activities progress and results	Aug. 2010 – June 2013	\$0			Superintendent, Principal

Need #8	Alternative Governance Board report to Board of Trustees each trimester	Aug 2010 – June 2013	\$0			Superintendent
Need #8, #7	Hire Alternative Governance Program Evaluation/Data Specialist	August 2010	\$5,000			Superintendent, Principal, H.R. Director
Need #8, #7	Instructional Site Council meet monthly to review student progress through benchmark data and report and make recommendations to staff	Sept. 2010 – June 2013	\$5,400			Principal, Learning Director
FCE	PARENT INVOLVEMENT AND TRAINING					
Need #6	Purchase Interpreter System and use at all parent trainings, activities, events	Sept. 2010	\$2,506			Family Advocate
Need #6	Parent Resource Center materials. The Parent Resource Center will be open daily to provide parents with access to the school website, community resources, parenting skills resources.	Sept. 2010	\$1,000 Per yr.			Parent-Student Liaison
Need #6	Materials for lunch time student activities conducted by parent volunteers	October 2010	\$1,500 Per yr			Playground Recess Coach, Parent-Student Liaison
Need #6	Volunteer Appreciation and Recognition	April of each year	\$2,000 Per year			Principal. Parent – Student Liaison
Need #6	Recognition for family participation in training and	May of each	\$2,000 Per yr			Principal, Family Advocate

FCE cont'd	school events	year				
Need #6	Desktop computers (6) for use in parent resource center	January 2011	\$6000			Director of Technology
Need #6	Parent Resource Center Rosetta Stone Program	Aug. 2012	\$10,600			Family Advocate
Need #6	Family Math Nights, Family Literacy Nights, monthly, hourly rate for teachers for planning and implementation	Sept. 2011 – June 2013	\$9,310			Principal, ELA Coach, Math Coach, Family Advocate
Need #6	Parent trainings: nutrition, parenting skills, understanding standards, gang awareness, safety, anger management	Sept. 2010 – June 2013	\$1,000 Title I		Partner agencies in the existing Soledad Community Collaborative	Principal, Family Advocate, Parent-Student Liaison, Counselor
Need # 6	Website development and maintenance to provide parent and student access to information regarding homework, student progress, events, opportunities, etc.	August 2010 – June 2013	\$4,000 in 2010, \$2,000 in 2011 and 2012			District Technology Director, Principal

SCO	SOCIO-EMOTIONAL SUPPORT (SCO)					
Need #9	Hire Full-time Counselor for prevention activities and caseload service.(salary and benefits)	August 2010	\$56,120 + \$28,525 (benefits)			Principal, H.R. Department
Need #9, #6	Hire Family Advocate	August – Sept. 2010	\$41,336 + \$13,443 (benefits)			Principal, H.R. Department
Need # 12, #6	Hire Attendance Support Liaison	August 2010	\$27,157 + \$8,832 (benefits)			Principal, H.R. Department
Need # 9	Positive Behavioral Student Supports: incentive materials	Aug., 2010-May 2013	\$15,000			Learning Director
Need # 9	Hire Playground Recess Coach for 5 hours daily to plan and provide structured activities and train pupil supervisors in supporting appropriate behavior on the playground	August 2010	\$19,084 + \$6,206 (benefits)			Principal, H.R. Department
Need #9	Materials for lunchtime student activities	Aug. 2010 – June 2013	\$1,500 per yr			Playground Recess Coach
Need #9	Purchase and implement Character Education curriculum weekly with targeted groups of students	October 2010-June 2013	\$2,500 Per yr.			Counselor

Need #9	Implement Safe School Ambassador Program	August 2010 – June 2013	\$12,518			Learning Director, Counselor
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(RPR)	STRATEGIES TO RECRUIT, PLACE AND RETAIN STAFF					
Need # 11	Stipend for earning Master's Degree (\$500)	August 2010 – June 2013	\$2,000			H. R. Department
Need # 11	Stipend for earning Doctorate Degree (\$1000)	August 2010- June 2013	\$1,000			H.R. Department
Need # 11	Stipend for earning Bachelor's Degree (\$250) classified staff	August 2010-2013	\$250			H.R. Department
Need # 11	Increased cost for substitute longer day at Turnaround School	Aug. 2010 – June 2013	\$4,243 Per yr + \$569 benefits			H.R. Dept.
Need #11	Increased cost for added clerical work time due to increased day and increased year	Aug. 2010 – June 2013	\$22,643 + \$7,310 benefits			H.R. Dept.

PD	PROFESSIONAL DEVELOPMENT					
Need #1,	Peer coaching: substitute cost for release time. All teachers will visit classrooms to observe model instructional strategies three times per year.	Sept. 2010 – June 2013	\$8,331 Per yr + \$1117 benefits			Principal
Need #2, #7	Implement Data Management System to disaggregate local and state assessment results and to create formative assessments from test item bank	2010-2013	\$28,000 per yr		\$2,000 Title I	Principal
Need # 7	Data Management System Training – 8 Lead Teachers	August 13, 2010	\$2,000			District Data Coordinator
Need # 7	Lead Teachers train site staff in the use of the data management system – 3 hours	Aug., Sept., Oct., 2010	\$2,000			Principal
Need #2, #7	Follow-up training in using data management system to create formative assessments: Lead Teachers, then lead teachers train site staff	Sept. 30, 2010	0			District Data Coordinator
Need # 1	Coaching in Explicit Direct Instruction through DAIT Provider – additional 4 days beyond district DAIT activities	Aug. 2010 – June 2011	\$10,000			Curriculum and Instruction Director, Principal
Need # 1	ELA Coaching with Site ELA Coach/Reading Specialist. The ELA coach will provide support to all teachers as well as to	Aug 2010 – June 2013	0 (see salary cost in IP)			Learning Director

	identified teachers					
PD cont'd Need #1	Math Specialist/Coach with Site Math Coach. The math coach will provide support to all teachers and to identified teachers.	Aug 2010 – June 2013	0 (see salary cost in IP)			Principal
Need # 2	Developing and Using Formative Assessment training through Solution-Tree	October 2010	\$2,000 Per yr			Principal, Learning Director
Need # 1, #3	Active Student Engagement Strategies – monthly follow-up skills training by Principal as school trainer	Aug. 2010 – June 2013	0			Principal
Need #1	Active Student Engagement Strategies - materials	August 2010	\$2,000 Per yr			Principal
Need # 1	Active Student Engagement Strategies training – 2 days-Kagan Cooperative Learning	Aug., Sept 2011	\$4,500 Per yr			Principal
Need #1	Student Response System technology training	Sept. 2010 – June 2013	\$1,000 Per yr			Learning Director
Need #1	Interactive Whiteboard and Projector Technology training	Aug. 2010	\$1,000			Learning Director
Need #1	Document Camera technology training by site staff	Aug. 2010	\$0			Learning Director
Need #1, 7,	Professional Learning Community (PLC) training – Solution Tree. 10 staff will attend the conference and provide leadership in strengthening the implementation of PLC.	Sept. 2010 – June 2013	\$5,000 Per yr		Title I funds additional \$5,000	Principal

Need # 4	Response to Intervention training – 3 Lead Teachers will attend and then support staff in strengthening the implementation of the response to intervention model.	Nov. 2010	\$1,995 Per yr		Title I funds additional \$3,000	Principal
(SD)	PROMOTE CONTINUOUS USE OF DATA					
Need # 7	Collaboration sessions for analysis of standardized and formative assessment data each Thursday.	Aug. 2010 – June 2013	0		Weekly early release time built into district calendar	Curriculum and Instruction Director, Principal
Need #7	Collaboration session bi-monthly for common planning of instructional strategies based on need demonstrated during review of student work	Aug. 2010 – June 2013	0 (see salary costs in IP)		Release time obtained through Specialist Area programs (Art, P.E., Reading)	Learning Director
Need #7, #8	Instructional Council will review student progress data monthly	Aug. 2010 – June 2013	0			Principal
Need # 7, #8	Alternative Governance Board will review student progress data at each meeting.	Aug. 2010 – June 2013	0			District Turnaround Office, Principal
Need #7, #8	Data Specialist to serve on Alternative Governance Board and coordinate collection and analysis of data at the schoolwide level.	Aug. 2010- June 2013	\$5,000			Principal

(ILT)	INCREASED LEARNING TIME					
Need #1, #3	Add 55 student instructional minutes to each school day for 181 days (5 days longer than other district schools) to implement extended English Language Development instruction, provide interventions, and deepen core instruction	Aug. 16 – 2011 – June 2013	\$196,221 Year 1 \$200,145 Year 2 \$204,148 Year 3		General fund to support transportation costs	Principal
Need #7, #1	Add 88 hours (10 full days, plus one hour a month for 9 months) for teacher planning and collaboration	Aug. 2010 – June 2013	\$113,140 \$115,260 \$117,565			Principal, Learning Director
Need #4, #3	Summer School for students who are not scoring proficient in ELA (4 weeks x 5 hours for approximately 200 students (40% of enrollment) who are not scoring proficient on local benchmark assessments). DataWORKS StepUp Academy (essential ELA standards) will be implemented each summer. This program also focuses on implementing instructional strategies effective for English Learners.	July of each year	\$272,828 Per yr.		Migrant Education funds will provide funding for migrant students	Learning Director, Special Projects Director

NEEDS IDENTIFIED THROUGH NEEDS ASSESSMENT

- Need # 1:** Improve student achievement by improving instructional program and quality of instructional delivery.
- Need #2:** Develop and consistently implement local benchmark assessments and formative assessments.
- Need # 3:** Improve program for English Learner Students
- Need #4:** Develop and implement Response to Intervention plan.
- Need #5:** Coaching of instructional staff in planning and delivery of effective instruction.
- Need #6:** Increased engagement of parents: trainings, improved communication, attendance at events
- Need #7:** Data Analysis and staff collaboration
- Need #8:** Monitoring and Accountability
- Need # 9:** Support for students socio-emotional needs
- Need # 10:** Change staffing to improve instructional quality
- Need # 11:** Recruit and retain qualified and effective staff.
- Need # 12:** Improve and maintain high attendance rate, low tardy rate

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May 24, 2010

To Whom It May Concern:

From: Soledad Teachers Association

Re: Support for Soledad's School Improvement Grant

Soledad Unified School District has a history of providing the best educational services and experience for our students. Our main focus is for students to achieve at the highest level. As educators we realize that in order to achieve the ever growing academic expectations certain changes need to be made. That is why the Soledad Teachers Association is in support of the School Improvement Grant for Rose Ferrero Elementary School.

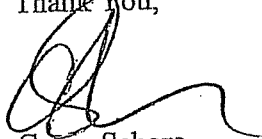
Our teachers can control the factors that are school-based, but realize that sometimes the external factors keep students from achieving at their potential. The School Improvement Grant will give the students the emotional, social, and academic support that they need in order to achieve at the highest level. It will also give the more opportunities for parents to be involved.

We recognize that the best learning for students occurs when students are emotionally and socially stable, and when their needs are being addressed at all levels. We know that our students and their families also suffer from domestic violence, abuse, crime, drugs, alcohol, hunger, and more, and that many live in substandard housing, or with multiple families in one dwelling.

STA has agreed to aid in the implementation of all parts of this grant from extending instructional time and learning for all students, teacher staff development, etc. We have signed a Side Letter of Agreement for PLAS that the board ratified on May 12.

Please give Soledad's grant full consideration.

Thank You,



Carrie Sebor

Soledad Teachers Association President



ROSE FERRERO ELEMENTARY SCHOOL

400 Entrada Drive
Soledad, California 93960
(831) 678-6480



May 25, 2010

We, the Rose Ferrero School Site Council Members, are writing this letter to aide our district and school in earning the School Improvement Grant. This is a grant that will make it possible for us to implement The Turnaround Model of school improvement which we believe would raise student achievement. As a council we wish to assure the Grant Committee that we are in full support of this measure. In fact, we have already met with parents and district officials and voted unanimously in favor of the Turnaround Model.

We feel that as an important part of our school's governance there are many things we can do to aide and assist the implementation of this grant. Some areas we are committed to help in are as follows:

- * We will give our full support to ensuring the Turnaround Model is effective at Rose Ferrero
- * We will continue to assist in monitoring grant expenditures and budget
- * We will amend and implement our Single Plan for Student Achievement with goals that are reflective of the new school improvement measures
- * We will help in the area of keeping other parents informed and connected
- * We will attend meetings regularly and make phone calls to help improve parent involvement when needed

Our School Site Council is very committed to ensuring that this measure for school improvement be successful in every way.

Council President:

David W. Dunne

David W. Dunne

Council VP:

Linda Lopez

Linda Lopez

Members:

Cory Merritt

Cory Merritt

Nicole Miller

Nicole Miller

Dyan Favela

Dyan Favela

Monica Carrillo

Monica Carrillo



ROSE FERRERO ELEMENTARY SCHOOL

400 Entrada Drive
Soledad, California 93960
(831) 678-6480



May 25, 2010

We are the officers of the Parent Teacher Association of Rose Ferrero Elementary School, and we are writing this letter to show our support and hope that our school will be chosen to receive the School Improvement Grant (SIG). This is a grant that could make it possible for our school to implement The Turnaround Model of school reform which we think will raise student achievement. We, as a group, want you to know that we will give all our support to ensure the success of this model.

As a group we are dedicated to improve parent involvement in our school. We understand that only when parents are supportive and connected will students really reach their full potential.

As the school's PTA we are committed to the following actions:

- * We will give our full support to ensuring the Turn Around Model is effective at Rose Ferrero
- * We will assist in providing interpretation as needed for all parent meetings
- * We will aide in disseminating information to other parents
- * We will attend meetings regularly and form committees to involve other parents
- * We will commit to making phone calls to encourage an increase in parent participation as needed

You can see that Rose Ferrero's PTA is committed to giving full support to implement the Turn Around Model at our school.

PTA President: Holly Oicle-Bowden Holly Oicle-Bowden
PTA VP: Jo-Anne Munk Jo-Anne Munk
PTA Secretary: Dolores S. Perez Dolores S. Perez
PTA Treasurer: Patricia Widener P Widener
PTA Membership Chairperson: Isabel Cantu Isabel Cantu



SOLEDAD UNIFIED SCHOOL DISTRICT

Jorge Z. Guzmán District Superintendent

"Education for Life"

May 20, 2010

To Whom It May Concern:

The Migrant Parent Advisory Committee is in full support of Rose Ferrero Elementary School's application for a School Improvement Grant. We recognize that the funding provided by this grant will provide significant support for the children at Rose Ferrero Elementary by providing a counselor, outreach consultant, family advocate, and other personnel to meet the social and emotional needs of those children, as well as English Language Arts and Math Coaches to assist teachers in bettering their practice.

As collaborative partners, the Migrant PAC will provide ideas for parent involvement and training, ideas for cultural experiences, and encourage migrant parents and children to attend school. Additionally, we will provide opportunities for representatives of Rose Ferrero to present information at our monthly meetings as to how migrant parents can help their children be successful in school and other opportunities available to the migrant parents with children at Rose Ferrero Elementary School.

Sincerely,

Martin Hernandez
President, Migrant Parent Advisory Committee
Soledad Unified School District

Soledad High School
425 Gabilan Drive
Soledad, CA 93960
(831) 678-6400

Community Education Center
690 Main Street
Soledad, CA 93960
(831) 678-6300

Main Street Middle School
441 Main Street
Soledad, CA 93960
(831) 678-6460

K-6 ELEMENTARY SCHOOLS

Gabilan School
330 N. Walker Drive
Soledad, CA 93960
(831) 678-6440

Rose Ferrero School
400 Entrada Drive
Soledad, CA 93960
(831) 678-6480

San Vicente School
1300 Metz Road
Soledad, CA 93960
(831) 678-6420

Frank Ledesma School
973 Vista de Soledad
Soledad, CA 93960
(831) 678-6320

Jack Franscioni School
779 Orchard Lane
Soledad, CA 93960
(831) 678-6340

Appendix Page 4



SOLEDAD UNIFIED SCHOOL DISTRICT

Jorge Z. Guzmán District Superintendent

"Education for Life"

20 de Mayo 2010

A quien le concierne:

Soledad High School
425 Gabilan Drive
Soledad, CA 93960
(831) 678-6400

Community Education Center
690 Main Street
Soledad, CA 93960
(831) 678-6300

Main Street Middle School
441 Main Street
Soledad, CA 93960
(831) 678-6460

K-6
ELEMENTARY SCHOOLS

Gabilan School
330 N. Walker Drive
Soledad, CA 93960
(831) 678-6440

Rose Ferrero School
400 Entrada Drive
Soledad, CA 93960
(831) 678-6480

San Vicente School
1300 Metz Road
Soledad, CA 93960
(831) 678-6420

Frank Ledesma School
973 Vista de Soledad
Soledad, CA 93960
(831) 678-6320

Jack Franscioni School
779 Orchard Lane
Soledad, CA 93960
(831) 678-6340

El Comité de Padres de Aviso Migrante esta en completo apoyo de la aplicación de la escuela Rose Ferrero para la beca Mejoramiento de Escuela. Reconocemos que la financiación proveído de esta beca dará apoyo significativo para los niños en la Elementaría Rose Ferrero al proveer un consejero, consejero consultivo, defensor de familia, y otro personal para alcanzar las necesidades sociales y emocionales de los niños, al igual que arte del lenguaje inglés y entrenadores de matemáticas para ayudar a maestros en mejorar su práctica.

Como socios colaborativos, el PAC Migrante proveerá ideas para participación y entrenamiento de los padres, ideas para experiencia cultural y encomiar a los padres migrantes y niños que asistan a la escuela. Además, proveeremos oportunidades para que los representantes de Rose Ferrero presenten información en nuestras juntas mensuales sobre como los padres migrantes pueden ayudar a que sus hijos tengan éxito en su escuela y otras oportunidades disponibles a los padres migrantes con niños de la escuela elementaría Rose Ferrero.

Sinceramente,

Martin Hernández
Presidente, Comité de Aviso para Padres Migrantes
Distrito Escolar Unificado de Soledad

Appendix Page 5



SOLEDAD UNIFIED SCHOOL DISTRICT

Jorge Z. Guzmán District Superintendent

"Education for Life"

Soledad High School
425 Gabilan Drive
Soledad, CA 93960
(831) 678-6400

Community Education Center
690 Main Street
Soledad, CA 93960
(831) 678-6300

Main Street Middle School
441 Main Street
Soledad, CA 93960
(831) 678-6460

K-6

ELEMENTARY SCHOOLS

Gabilan School
330 N. Walker Drive
Soledad, CA 93960
(831) 678-6440

Rose Ferrero School
400 Entrada Drive
Soledad, CA 93960
(831) 678-6480

San Vicente School
1300 Metz Road
Soledad, CA 93960
(831) 678-6420

Frank Ledesma School
973 Vista de Soledad
Soledad, CA 93960
(831) 678-6320

Jack Francioni School
779 Orchard Lane
Soledad, CA 93960
(831) 678-6340

May 20, 2010

To Whom It May Concern:

I am writing to express my support for the application of Rose Ferrero Elementary School for the School Improvement Grant, which includes several areas of support for the attending students, such as a counselor, outreach consultant, family advocate, and other personnel to address the social-emotional needs of its students.

As a school psychologist, I can attest to the effectiveness of counseling as a well-researched tool in helping students meet their academic, personal/social and career needs. School counseling is vital to our community, as there are no other available mental health resources in our area for the vast majority of our students. Our parents have to travel a minimum of one-half hour for counseling services. However, this is compounded due to other hardships our parents face, such as long hours in the fields, low socio-economic status, and extremely limited public transportation.

Our children face a myriad of crisis situations for which there are no outside agencies to provide support. Some of these crisis situations include: preparing a third grade child to go to his mother's funeral after she was shot and killed; helping a child whose father was arrested for domestic violence, helping a second grade boy whose mother was arrested in his presence; counseling a third grade girl after her uncle broke into her house and destroyed property; counseling a sixth grade girl after her cousin and uncle were killed in gang violence; counseling a first grade girl after her aunt committed suicide following the death of her newborn infant; and counseling three children recently enrolled in school, in which the boyfriend of the mother sexually abused two of them. This is merely a representative sample of the crisis many of our children and families are faced with for which there is no other support available other than school support personnel. Rose Ferrero Elementary School will not have a school counselor to meet the dire needs of its children; thus, many are left to deal with these types of issues alone, or with very limited support.

I am committed to assisting with the implementation of the School Improvement Grant at Rose Ferrero Elementary, working with the new support staff this grant will enable us to hire, and helping train and coordinate their services to best serve our students and families.

Sincerely,

Wendy Salisbury

Wendy Salisbury, School Psychologist
M.A., Ed.S.

Appendix Page 6

DISTRICT OFFICE

1261 Metz Rd., P.O. Box 186, Soledad, California 93960 (831) 678-3987 Fax: (831) 678-2866



Monterey County Office of Education

Leadership, Support, and Service to Prepare All Students for Success

Dr. Nancy Kotowski
County Superintendent of Schools

May 20, 2010

Deneen Newman
Associate Superintendent
Soledad Unified School District
P.O. Box 186
Soledad, CA 93960

Dear Deneen,

As County Superintendent of Schools for Monterey County it is of utmost importance that our persistently low achieving schools improve their academic program for our students that face great challenges. I clearly understand the challenges of Rose Ferrero Elementary School and the barriers to student achievement that can be overcome with the implementation of a massive systemic reform model. This letter is to express my support for Rose Ferrero Elementary School's decision to implement the Turnaround restructuring model by the first day of the 2010-2011 school year. I believe that the proposed instructional changes that include replacing the principal and 50% of the instructional staff, increasing instructional time for students, increasing teacher professional development and collaboration time, providing parent trainings and additional involvement opportunities, and providing social and emotional supports for students as well as instructional changes will all help the students of Rose Ferrero to perform at higher academic levels.

The Monterey County Office of Education is committed to providing on-going support for Rose Ferrero's restructuring efforts. We will support their work by providing technical support for the grant implementation and leadership training for their instructional leadership team.

Rose Ferrero Elementary School is in a rural area of south Monterey County where students do not have access to the support services many students so greatly need. This grant would allow the school to provide services such as counseling, tutoring, family advocates, etc. which will help their parents to obtain the much needed support services that make a tremendous difference in the ability of our at-risk students to focus on school and their personal academic achievement. Research shows that an increase in instructional time also benefits struggling students and this grant will provide this much needed increase in instructional time.

We are looking forward to working together as partners with Rose Ferrero Elementary School over the next three years as the Turnaround systemic restructuring model is implemented. I highly recommend that the State Board of Education support Rose Ferrero Elementary School's reform efforts by providing the much needed School Improvement Grant funds that will make these reform efforts possible.

Sincerely,

Nancy Kotowski, Ph.D.
County Superintendent of Schools

Appendix Page 7.



Monterey County Office of Education

Leadership, Support, and Service to Prepare All Students for Success

Dr. Nancy Kotowski
County Superintendent of Schools

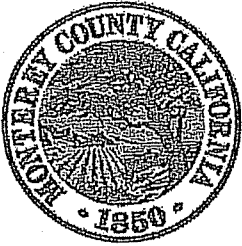
May 22, 2010

The Monterey County Office of Education (MCOE) is in support of the Soledad Unified School Improvement Grant Application for Rose Ferrero Elementary School. MCOE is committed to working closely in partnership with the district to improve school leadership, quality of instruction and, ultimately, student achievement. We understand that the goal of this grant funding is to improve student outcomes through a fundamental restructuring of Rose Ferrero Elementary School through restaffing, leadership development, extension of learning time and the implementation of key research based strategies.

As a county office of education we have worked closely with Soledad Unified School District central administration to provide systematic professional development to district staff in explicit direct instruction through teacher training, demonstration lessons and coaching during the 2009-10 school year, as well as Language Arts and Mathematics content and curriculum training. During the upcoming school year, 2010-11, we will be working with the district on deeper leadership development for accelerating student results. The training is a nine-session training, called Leadership for Accelerated Results, based on the research related to national successful school and district turnarounds from the Center on Innovation and Improvement, business and industry turnaround leadership, Michael Fullan and Doug Reeves' work on systemic reform, the Fixen and Blasé work on implementation leadership, and lastly, the case studies of the national Baldrige National Quality Program. The intent of the training is to retool district and site leadership skills to align with the turnaround leadership research and the systemic reform elements of Michael Fullan. Monterey County Office of Education will be providing technical assistance for the implementation of the research. Site and district administrators will create 6-week action plans to implement key leadership strategies to increase alignment, quality of implementation and monitoring and continuous improvement.

Many of Soledad Unified students are limited English proficient, poor, and at risk for academic failure. The County Office is conducting a field trip to a district with similar demographics in San Diego, which is meeting its AYP targets in their 44 elementary schools, Chula Vista District. The direct instruction model, Gradual Release of Responsibility Model, is used throughout Chula Vista for the last 5 years, along with key leadership strategies for shared leadership, data driven focus and monitoring for continuous improvement, high innovation and accountability, and community involvement. Several Monterey County districts that will be participating in the Leadership For Accelerated Results series are participating in the field trip to Chula Vista and will form an implementation network. Soledad Unified administrators are participating in the visit to Chula Vista District.

Appendix Page 8



Monterey County Office of Education

Leadership, Support, and Service to Prepare All Students for Success

Dr. Nancy Kotowski
County Superintendent of Schools

As a mutually beneficial partnership, the Monterey County Office of Education and Soledad Unified have worked closely together for over ten years and see this new focus on leadership as an extension and deepening of the work done to date.

We look forward to working together in this partnership to improve student achievement through a refinement of transformational leadership skills, more consistent quality implementation and a stronger teaching and learning process.

Sincerely,

Jeanne Herrick
Assistant Superintendent Educational Services
Monterey County Office of Education



May 20, 2010

Soledad Community Health Care District
612 Main Street, Soledad, CA 93960
(831) 678-2462 • Fax: (831) 678-1539

RE: LETTER OF SUPPORT APPLICATION FOR SCHOOL
IMPROVEMENT GRANT – SOLEDAD UNIFIED

To Whom It May Concern:

I am writing this letter to support the Soledad Unified School District's Application for the School Improvement Grant.

Soledad is a rural and economically needy community in great need of services and in particular overall support for the district's students. This grant opportunity will get them the services they need to meet the achievement goals established by the No Child Left Behind Act (NCLB) Federal mandate. These services include counseling, tutoring, coaching and professional development for teachers. The grant will also provide funds to increase instructional time and learning for students and parents.

At the County level, I have been increasingly concerned about making sure that all students are educated and supported to the highest level. This grant will provide additional resources and services aimed to do just that.

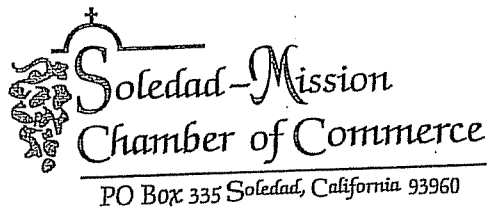
As a community leader in Monterey County, I am committed and stand ready to support the efforts of the school district to improve student achievement through the School Improvement Grant. My staff and I will be available to support schools with a variety of resources including, but not limited to, presentations and workshops on county issues regarding education, career goals and providing information on other possible grant options to support the district.

I strongly believe that the School Improvement Grant will provide needed resources to the deserving schools and students in Soledad and that the grant benefits will have a long lasting impact in the lives of the students.

Your serious consideration on funding the School Improvement Grant for the Soledad Schools is appreciated.

Yours very truly,

Steven Pritt
Chief Executive Officer



May 25, 2010

To Whom It May Concern:

The Soledad-Mission Chamber of Commerce is committed to the education of our local children and is very concerned about the need to maintain educational resources in our schools. The Soledad Unified School District, like all districts in the state, have been faced with making very difficult budget decisions to maintain the most basic of services for our students. Fortunately, the district has an opportunity to apply for the School Improvement Grant (SIG) that will enable them to get funds and resources to support the students and staff.

The district has a formidable challenge under the No Child Left Behind (NCLB) Federal Act to realize the achievement goals set for every student. The SIG Grant opportunity is a step in the right direction to provide the schools with the resources they need to realize their goals. The Soledad-Mission Chamber of Commerce totally supports the school district in their efforts to secure the grant.

The Chamber will continue to support any educational program that will improve and enhance the students' education. The Chamber is also committed to doing their part for the district to meet their goals. This includes presentations at our monthly general meeting, career awareness presentations, continuing recognition and appreciation at our annual awards dinner.

Sincerely,

Catherine Lindstrom
Chamber Secretary

STATE CAPITOL
P.O. BOX 942849
SACRAMENTO, CA 94249-0028
(916) 319-2028
FAX (916) 319-2128

DISTRICT OFFICE
100 WEST ALISAL ST., STE. 134
SALINAS, CA 93901
(831) 759-8676
FAX (831) 759-2961

Assembly
California Legislature

ANNA M. CABALLERO
ASSEMBLYMEMBER, TWENTY-EIGHTH DISTRICT



May 26, 2010

Deneen Newman,
Associate Superintendent/Grant Coordinator
California Department of Education
District and School Improvement Division
Regional Coordinator and Support Office
1430 N Street, Ste 6208
Sacramento, CA 95814-5901

RE: Grant application of Soledad Unified School District- School Improvement Grant

Dear Ms. Newman,

It is with great pleasure that I write this letter of support for the Soledad Unified School District's application for the School Improvement Grant. This grant would provide the school district with the funds necessary to provide the services needed to meet the achievement goals established by the No Child Left Behind Act (NCLB) federal mandate.

Through the grant, Soledad Unified School District will provide services such as student counseling, tutoring, coaching and professional development for teachers. In addition, this grant will provide funds to increase instructional time and learning for students and parents. The district serves approximately 3,900 students in grades K-12. There are 5 elementary schools, 1 middle school, 1 comprehensive high school and 1 community education center which houses a variety of alternative programs. These programs include adult education, regional occupational program (ROP), independent study, and a continuation high school. Sixty-two percent of the district's students are English Language Learners (ELL) with Spanish being the primary language. Eighty-nine percent of the district's students participate in the federal government's Free & Reduced Lunch Program.

I strongly believe that the School Improvement Grant will provide needed resources to the schools in Soledad that will have a long lasting impact in the lives of the students. Your serious consideration of this grant request for the Soledad Unified School District is appreciated.

Sincerely,

A handwritten signature in black ink, appearing to read "Anna M. Caballero", with a stylized flourish at the end.

ANNA M. CABALLERO
Assemblymember, 28th District

AMC:as

cc: Soledad Unified School District

Appendix Page 12

MONTEREY COUNTY



THE BOARD OF SUPERVISORS

SIMÓN SALINAS, SUPERVISOR - THIRD DISTRICT

DARLENE DUNHAM, AIDE TO THE SUPERVISOR

168 WEST ALISAL STREET, 3RD FLOOR
SALINAS, CA 93901
district3@co.monterey.ca.us
TELEPHONES: (831) 755-5033
647-7733
385-8333
FAX: (831) 796-3022

May 20, 2010

To Whom It May Concern:

I am writing this letter in support of the Soledad Unified School District's application for the School Improvement Grant. Soledad is a rural and impoverished area in need of services, and in particular, overall support for the district's students. This grant opportunity will help secure the services they need to meet the achievement goals established by the No Child Left Behind Act (NCLB) Federal mandate. These services would include counseling, tutoring, coaching and professional development for teachers. The grant will also provide funds to increase instructional time and learning for students and parents.

As a former teacher, I want to ensure that we support all of our students and guarantee that they will be educated to the best of our abilities. This grant will provide the additional resources and services that will help us do just that.

As the County's elected Supervisor representing Soledad, and a former State Assembly member, I am committed, and stand ready, to support the efforts of the school district to improve student achievement through the attainment of this School Improvement Grant. My staff and I will be available to support the Soledad schools with presentations on county issues regarding education, career goals and providing them information on other possible grant options available to the district.

I strongly believe that the School Improvement Grant will provide needed resources to the schools in Soledad and will have a long lasting impact in the lives of the students. Your serious consideration of Soledad Unified School District's application for a School Improvement Grant would be most appreciated. I can be contacted at (831) 755-5033.

Sincerely,

Simón Salinas
Supervisor, District Three



May 20, 2010

To Whom It May Concern,

I am pleased to write this letter to support Rose Ferrero Elementary School in its application for the School Improvement Grant.

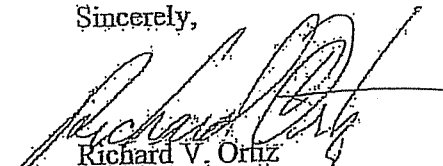
Since schools are being held accountable by the "No Child Left Behind" law, we feel that cities need to do all that we can to address the barriers to student learning. These barriers include not only academic factors, but also emotional, social and psychological issues. The environment that our children live in, with continuing problems of gang violence, domestic violence, poverty and drug abuse, also impact our students' academic performance. Unfortunately, due to the limited resources of the City of Soledad, the only support our children currently receive for these issues, comes primarily from our schools. Counseling and other support services are generally not available through any city agencies.

Rose Ferrero Elementary School's plan addresses many areas, including coping and social skills, emotion management, assertiveness and empathy. Our children will greatly benefit from the resources that will be made available through the School Improvement Grant, such as Outreach Consultants, Family Advocates, Counselors, and a School Resource Officer. The potential of having a comprehensive program such as this at one of our schools gives us great hope that we can better identify and intervene early, so that we can turn children's lives in a more positive direction.

The City of Soledad stands ready to assist the school district and Rose Ferrero Elementary School in any way that we can and will make ourselves available to schedule presentations with students on goals, careers, and community issues.

We strongly believe that the benefits of the School Improvement Grant will help Rose Ferrero Elementary School to better meet the needs of our school population. We wholeheartedly support this application and respectfully request your serious consideration.

Sincerely,


Richard V. Ortiz
Mayor, City of Soledad
831-223-5014

Appendix Page 14





Region V - Monterey, Santa Clara, Santa Cruz, & San Benito Counties

OFFICE

901 Blanco Circle
Salinas, Ca 93901

PHONE

831.755.0394

EMAIL

martin_cisneros@sccoe.org

WEB

www.tflpartnership.org

Technology for Learning Partnership Region 5/Soledad Unified School District School Improvement Grant Partnership Memorandum

The Technology for Learning Partnership (TFLP) is a regional educational technology leadership initiative, providing assistance to schools and districts in integrating technology into teaching and learning.

Funded by the Education Technology Local Assistance Program, TFLP focuses on promoting the effective use of educational technology through regional coordination of educational support services based on local needs. TFLP Region 5 provides technology assistance in five key component areas:

1. Staff Development
2. Technical Assistance
3. Information & Learning Resources
4. Telecommunications Infrastructure
5. Coordination & Funding

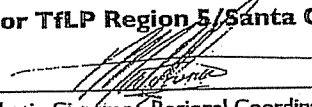
The goal in Region 5 is to work collaboratively to support the use of technology in districts and schools within our four-county region: Monterey, Santa Clara, Santa Cruz and San Benito. The TFLP Region 5 mission is to assist educators in the integration of teaching, learning, and technology through regional leadership in staff development, resource information and communication.

As part of the Soledad Unified School District School Improvement Grant application, TFLP Region 5 will provide the following research-based services:

- **Grant Implementation Consultation** with grant leads in a train-the-trainer model.
- **Professional development** for 21st century teaching and learning.
- Participation in the Train the Trainer model program called "**TFLP Region 5 Leadership in Instruction – Teaching, Learning and Technology**" for building leadership and instructional technology capacity.

As a mutually beneficial partnership, TFLP will be able to regionally share district content and trainer/teacher development materials on TFLP's web environments and other trainings, as well as utilize data from professional development events and services to include within its statewide reports.

For TFLP Region 5/Santa Clara & Monterey County Office of Education



Martin Cisneros - Regional Coordinator
Technology for Learning Partnership
martin_cisneros@sccoe.org
831.755.0394

Date: May 21, 2010



SERVICE Above Self
Founded in 1931, District #5230, Club #645

May 20, 2010

Deneen Newman
Associate Superintendent
Soledad Unified School District
P.O. Box 186
Soledad, CA 93960

Dear Deneen,

This letter on behalf of the Soledad Rotary Club is to express our support for Rose Ferrero Elementary School's implementation of the Turnaround restructuring model to help improve student achievement. We believe that the proposed instructional changes that include replacing the principal and 50% of the staff, increasing instructional time for students, increasing teacher professional development and collaboration time, providing parent trainings and additional involvement opportunities, and providing social and emotional supports for students as well as instructional changes will all help the students of Rose Ferrero to perform at higher academic levels.

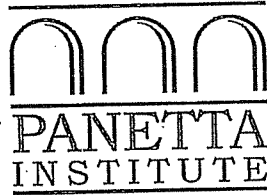
The Soledad Rotary Club will support Rose Ferrero Elementary students by providing free dictionaries to third grade students annually for the next three years. The Rotary Club also agrees to provide guest speakers as appropriate and volunteer readers as available. Our members are also willing to participate in various school events that support literacy events.

Rose Ferrero Elementary School has agreed to welcome our volunteers into their classrooms and at school events. The third grade teachers have also committed to teach their students how to use the donated dictionaries as an instructional tool.

We are looking forward to working together as partners over the next three years as the Turnaround systemic restructuring model is implemented. On behalf of the Soledad Rotary Club we highly recommend that the State Board of Education support Rose Ferrero Elementary School's reform efforts by providing the much needed School Improvement Grant funds that will jump start these reform efforts.

Sincerely,

Ida Lopez Chan
President, Soledad Rotary Club



The Panetta Institute for Public Policy

May 26, 2010

Ms. Deneen Newman
Associate Superintendent of Educational Services
Soledad Unified School District
1261 Metz Road
Soledad, California 93960

Dear Ms. Newman:

Over the past twelve years, the Panetta Institute has collaborated with the Soledad Unified School District in a community literacy program, Monterey County Reads. The Panetta Institute is readily available to assist you in continuing to help students become more proficient in reading comprehension through this program. The Monterey County Reads program will provide the following services for Rose Ferrero Elementary School:

Orient and work in collaboration with the school site's Monterey County Reads coordinator throughout the school year;

Identify, recruit, train and place volunteers from the community to become reading volunteers;

Assist with on-site orientation of volunteers before reading with students;

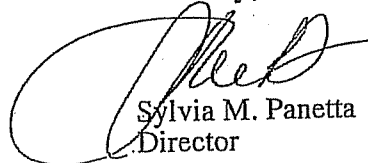
Provide ongoing support of reading coordinators and volunteers for the program; and

Acknowledge the volunteers at an annual volunteer recognition ceremony.

The Panetta Institute's partnership with Soledad Unified School District supports our commitment to encourage volunteer readers in the Monterey County Reads program. The partnership also helps increase the number of *students in grades K-3 reading at the proficient level* throughout Monterey County, which is the main focus of Monterey County Reads.

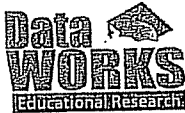
We look forward to continuing to work collaboratively with the Rose Ferrero staff in support of improving literacy in grades K-3 and are pleased that the school has selected to implement the Turnaround Model.

Sincerely,



Sylvia M. Panetta
Director

SMP:ca



All Students Successfully Taught Grade-Level Work Every Day

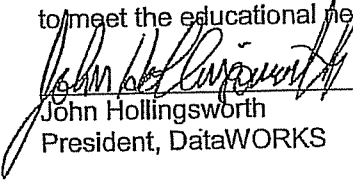
Memorandum of Understanding Soledad Unified School District and DataWORKS Educational Research

Rose Ferrero Elementary School has not met federal student achievement goals and is in Program Improvement year four. Soledad Unified is making a concerted effort to support Rose Ferrero Elementary School in improving academic achievement. Soledad Unified, Rose Ferrero Elementary School, and DataWORKS Educational Research wish to work collaboratively to raise student achievement at Ferrero Elementary and exit Program Improvement status. Data WORKS is registered with the California Department of Education as a SAIT and DAIT provider with expertise in English Learners;

It is agreed through this Memorandum of Understanding that DataWORKS Educational Research will:

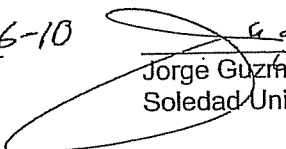
1. Create an on-going relationship with Rose Ferrero Elementary School.
2. Provide professional development to teachers, academic coaches, and administrators in Explicit Direct Instruction (EDI). This is the instructional model recommended for underperforming schools in the California Department of Education's *Blueprint for District Assistance and Intervention*.
3. Provide coaching training to academic coaches and administrators. Coaching is critical in supporting effective implementation of professional development.
4. Provide Instructional Leadership training focusing on measuring, monitoring and optimizing classroom practices including (1) Time on Task, (2) Alignment of Assignments to Grade-level Standards, (3) Covering the Breadth of the Standards, and (4) classroom Instructional Effectiveness.
5. Provide Explicit Direct Instruction demonstration lessons. This will support teacher implementation of professional development as they see the practices in action with their own students.
6. Coach teachers in writing and teaching EDI lessons.
7. Develop Standards Alignment Guides to support teachers in pacing instruction throughout the school year.
8. Provide Parental Involvement training in practices that will help students in school.

This memorandum of understanding recognizes our mutual commitment to work together to meet the educational needs of our students.


John Hollingsworth
President, DataWORKS

Date

5-26-10


Jorge Guzman, Superintendent
Soledad Unified School District

Date

5-27-10

SOLEDAD UNIFIED SCHOOL DISTRICT TENTATIVE SIDE LETTER AGREEMENT

Between the Soledad Teachers Association (STA) and the
Soledad Unified School District (District)
For the 2007/2009 Master Agreement

The State Legislature enacted SBX 3 4 or the Categorical Flexibility Tier III in order to assist districts in decreasing the general budget deficit. The Mentor Teacher Program is included in the Tier III Program Flexibility. The District is proposing to suspend, not eliminate, this program during the flexibility period under SB X 3 4 until 2012/2013, during the state budget crisis.

Mentor Teacher Program – Article XVII, Section 5, A and B (pg. 68)

If the state funding for this program is discontinued, the program shall be discontinued. The Governing Board reserves the discretion to discontinue this program after notifying the association. It is understood that the Mentor Teacher Program will be suspended until 2012/2013.

Article X – Class Size and Classroom Conditions – Page 39

Add:

15 – Persistently Lowest Achieving School Designation: At the writing of this language, Rose Ferrero School has been designated a “Persistently Lowest Achieving Schools” by the State:

A. Persistently Lowest Achieving (PLAS) School will:

1. Implement one of four school intervention models identified by the state beginning in the 2010-11 school year.
2. PLAS is a mandated state categorical program (not general funded); if the state or federal funding for the program is discontinued, the program shall be discontinued for schools designated for participation.
3. The Governing Board reserves the discretion to discontinue PLAS, after notifying the association.

B. The STA Master Agreement applies as part of this agreement.

C. The PLAS Agreement shall not be precedent setting and shall remain in force as long as the district receives funding from the state.

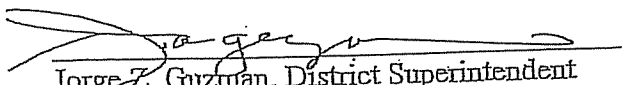
D. Job Placement – The parties believe it is in the best interest of the staff if the following policy and practices relating to the delivery of service to students are implemented. Teachers who currently work at a PLAS turnaround school will have the right to continue

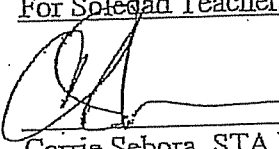
- I. Increased student/teacher contact time — to the extent that additional student instructional time is achieved through a reduction in teacher planning time, lunch breaks or supervisory duties, teachers shall be paid their per diem, pro-rated salary.

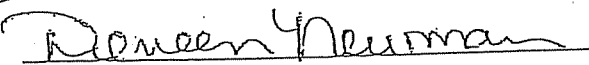
This side letter agreement on making amendments to contract language and agreements as related to PLAS Turnaround School is agreed to on the 15th day of April, 2010.

For the District

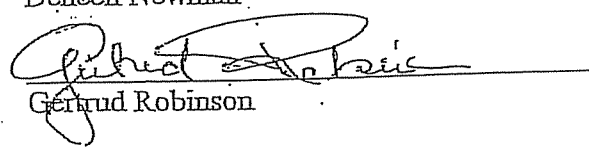
For Soledad Teachers Association


Jorge Z. Guzman, District Superintendent

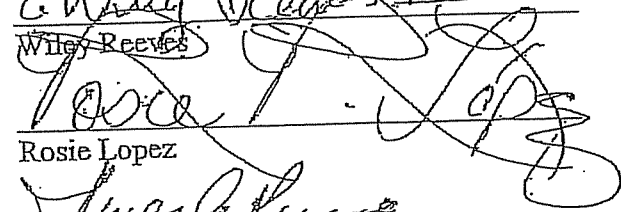

Carrie Sebor, STA President


Deneen Newman


Mary Beth Orser


Gertrud Robinson


Wiley Reeves


Rosie Lopez


James Russo

7. Approval of Budget Amendments
Per Education Code Sections 42600 and 42603, the Board of Trustees approved the following budget transfers and revisions as recommended by the Chief Business Officer.
8. Approved a Memorandum of Understanding with the Community Action Partnership of San Luis Obispo County, Inc.
The Board of Trustees approved a Memorandum of Understanding with the Community Action Partnership of San Luis Obispo County, Inc. to coordinate a transition meeting each year to facilitate coordination of information among Head Start Family Child Care specialist and district kindergarten teachers.
9. Approved an Agreement with MAXIMUS Consulting Services, Inc.
The Board of Trustees approved an agreement with MAXIMUS Consulting Services, Inc. for the Comprehensive State Mandate Cost Reimbursement Services from July 1, 2010 through June 2011 with the option to extend the agreement for however many one year terms the client desires.
10. Ratification of Amended and Restated Joint Exercise of Powers Agreement for the Mission Trails Regional Occupational Program (MTROP)
The Board of Trustees ratified the amended and restated Joint Exercise of Powers Agreement for the Mission Trails Regional Occupational Program (MTROP).
11. Approved the Comprehensive Safe School Plans for Frank Ledesma and Rose Ferrero Elementary Schools
The Board of Trustees approved the Comprehensive Safe School Plans for Frank Ledesma and Rose Ferrero Elementary schools as approved by the school site councils. (Distributed under separate cover)
12. Ratification of the School Improvement Grant for Gabilan and San Vicente Elementary Schools
The Board of Trustees ratified the School Improvement Grant for Gabilan and San Vicente Schools.
- ★ 13. Approved the Turnaround Model for Rose Ferrero School
The Board of Trustees approved the Turnaround Model for Rose Ferrero School as recommended by staff and community members. (Under separate cover)

Rose Ferrero PLAS Stakeholder Planning Meetings

Purpose of Meeting	Stakeholders Involved	Date	Location
Discussion of PLAS Designation and Reform Models	RF Staff	March 18	RF Staff Lounge
Achievement Data Analysis, Analysis of Assessment Tools Data and Discussion of Which Model Aligns With Needs	RF Staff	March 20	RF Staff Lounge
Brainstorming Pros and Cons of Each Model With Needs of School	RF Staff	March 24	RF Staff Lounge
School Site Council Review of Data and Discussion of Models/School Needs	RF Staff and SSC Parents	March 25	RF Library
Discussion of PLAS Designation with Students, Focus Group Discussion of Needs	Associated Student Body Student Leaders	April 8	RF Library
Discussion of PLAS Union Contract Language	STA and District Negotiation Teams	April 15	District Office
Review of Data with District Curriculum Council and Discussion of Which Model Aligns With Needs	District Teachers from Leadership Teams, District and Site Administrators, District Parents	April 20	Curriculum and Instruction Building

Purpose of Meeting	Stakeholders Involved	Date	Location
Approval of Turnaround Model	School Board Members, District Staff, Community	April 21	SHS Mission Room
Discussion of Turnaround Model Criteria and Grant Planning	New RF Staff	May 6	SHS Mission Room
Review of Data with Parents/Focus Group Discussion of Needs/Grant Planning	RF Parents	May 13	RF Multi
Staff Meeting For Grant Planning	New RF Staff	May 20	SHS Mission Room
Staff Meeting For Grant Planning	New RF Staff	May 27	RF Library

ROSE FERRERO ELEMENTARY SCHOOL



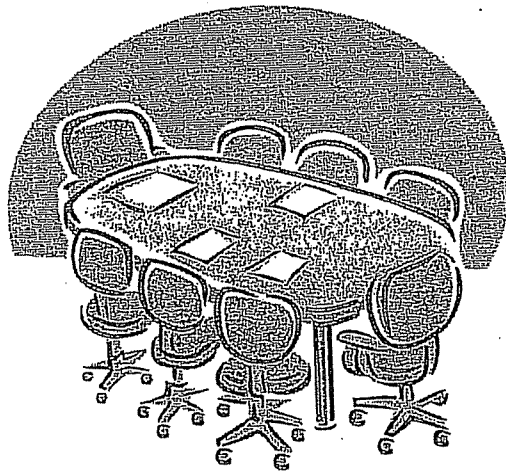
School Site Council Agenda

March 25, 2010

5:00 p.m.

Rose Ferrero Conference Room

- Welcome
- Information about the Persistently Lowest Performing School Ranking
- Approval of Minutes from January & February's meeting
- Comprehensive Safety Plan Approval
- Family Advocate Report
- Other
- Adjourn



All those interested in learning how to assist others with the census Questionnaire please join us in the Multipurpose Room at 4:00 p.m.

School Site Council

Rose Ferrero School Multipurpose Room
400 Entrada Dr., Soledad, Ca 93960

Minutes

March 25, 2010

Members Present:

Dyan Favela, Basilia Rendon
Monica Carrillo, Desiree Banuelos
Linda Lopez

Staff:

David Dunne, Nicole Miller, Cory Merritt
Julie Brush, Alejandra Barragan

Absent: None

1. Meeting Called to Order at 5:05 p.m. by Mr. Dunne. The sign in sheet, agenda and binders were passed out and approved.
2. The minutes for January and February minutes were reviewed and approved.
3. The site council, after review, voted to approve the Comprehensive School Safety Plan. The motion was made by Dyan Favela and seconded by Monica Carrillo.
4. **Information about the Persistently Lowest Performing School Ranking:** Mr. Johnson explained the reason why our school was ranked as one of the lowest performing schools in California. It was made clear that during the supervision of Mrs. Brush the school has shown substantial growth but being that the feds look at the last five years without counting the results from this school year. Under the circumstances, the school district, with the help of the board members, school and parents have to make the best decision for Rose Ferrero by choosing one of the 4 models explained. The majority seemed in favor of the Turnaround Model which includes replacing 50% of the current staff. The School Board will approve the recommendations made by the district leadership team concerning staffing. The school will get funding for 3 years. The only down side to this module is that the staff will have to create a relationship with the new teachers. The time and trouble of moving teachers around and cleaning up their classrooms. The federal will fund the school what they believe is most adequate, but Mr. Johnson made it clear that they will try to make a budget for the max amount possible being 2 million each year.
5. Mrs. Rendon made the motion to support the Turnaround Model, Mrs. Lopez seconded the motion and it was passed unanimously.
6. **Family Advocate:** had no report for this month.
7. **Other:** none
8. Next meeting to be held on April 22, 2010.
9. Meeting was adjourned at 6:00pm

ROSE FERRERO ELEMENTARY SCHOOL
STUDENT COUNCIL
PLANNING MEETING FOR 2010-2011

1. What do you think Rose Ferrero needs to do to improve learning for next year?
2. What do you think would help to keep Rose Ferrero a safe school?
3. What parent activities would help Rose Ferrero?

[illegible]

- Dr. J. H. D. Smith

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Rose Ferrero Staff Planning Meeting
Thursday, May 06, 2010

Agenda

1. Welcome and Introductions
2. Turnaround Model Criteria
3. Review RF Needs Assessment
4. DAIT and Dataworks Systemic Reform
5. Brainstorm and Discuss Ideas for:
 - a. Increasing Instructional Time
 - b. Support Positions
 - c. Parent Involvement
 - d. Governance Structure
 - e. Student Supports – Socio-Emotional
6. Moving Logistics
7. Next Steps

Parent Involvement

- Reading/Math Family Nights
- PTA, combine w/ELAC EL Learner Night (lang. barriers)
- More Parent Recognition
- Parent Academy
- Student Incentives for parent involvement
- Required monthly volunteer hours
- Outreach consultant can call home and ask parents what specifically they will do to help
- Parent training : how to help with homework, on wheels-go to their homes/apt. read with child...how to help in the classroom, how to support child with English
- Parent incentives: Awards, prizes, recognition, (Soledad Bee)Rotary
- A " Parent Volunteer parking tag" given to the parent of the month
- Parenting classes
- Hold parents more accountable by making them an active part of the school
- Monthly newsletters
- Academic/Service Educational Scholarship
- Parent Involvement passports

Increasing Instructional Time

- Full day kinder
- Start at 7:30 a.m.
- Electives period built in after lunch and tutoring
- Tutoring by topic
- After regular school day in their nuclear classes students go for specialized instruction in their area of need (add 30 min. or even 45 min per day AM or PM, + Art, PE, Music, GATE
- Thursday release at 2:00 primary, 2:15 upper grades
- 2 extra weeks at the beginning and end of the year
- Shortened lunch period
- Anything so we or the children are not here until 4:00!
- 200hrs? vs. 300 hrs
- Ask for less money; give us a chance!
- 1 extra week at beginning/end
- PE half class out to PE half in class
- Saturday School
- 2 week @ Christmas not 3 weeks
- Year round/single track-maybe will keep them from forgetting what they learned.

Support Positions

- Coaches (L.A. & Math)
- Elective teachers (Art, PE, Music)*
- Classroom Aides *
- Intervention Specialists
- Vice Principal
- ORC & Family Advocate *
- Yard duty supervisors (dependable & many) *
- Librarian *
- Computer Lab attendant
- Homework center *
- Counselor (full time)
- Health aide
- Speech
- Attendance/Truancy clerks
- Reading specialist/Math as well
- Activities director i.e. chorus, drama etc. Popsquad, dance, cheer
- Honors
- Classroom aides(daily *)
- Behavior intervention specialist
- Individual learning plan coordinator *
- (IEP reading by 3rd if not on grade level)
- (IEP math by 6th if not on grade level)
- Collaboration specialist-teachers & students
- Dare
- SST person 504
- AR helpers
- Reading Recovery

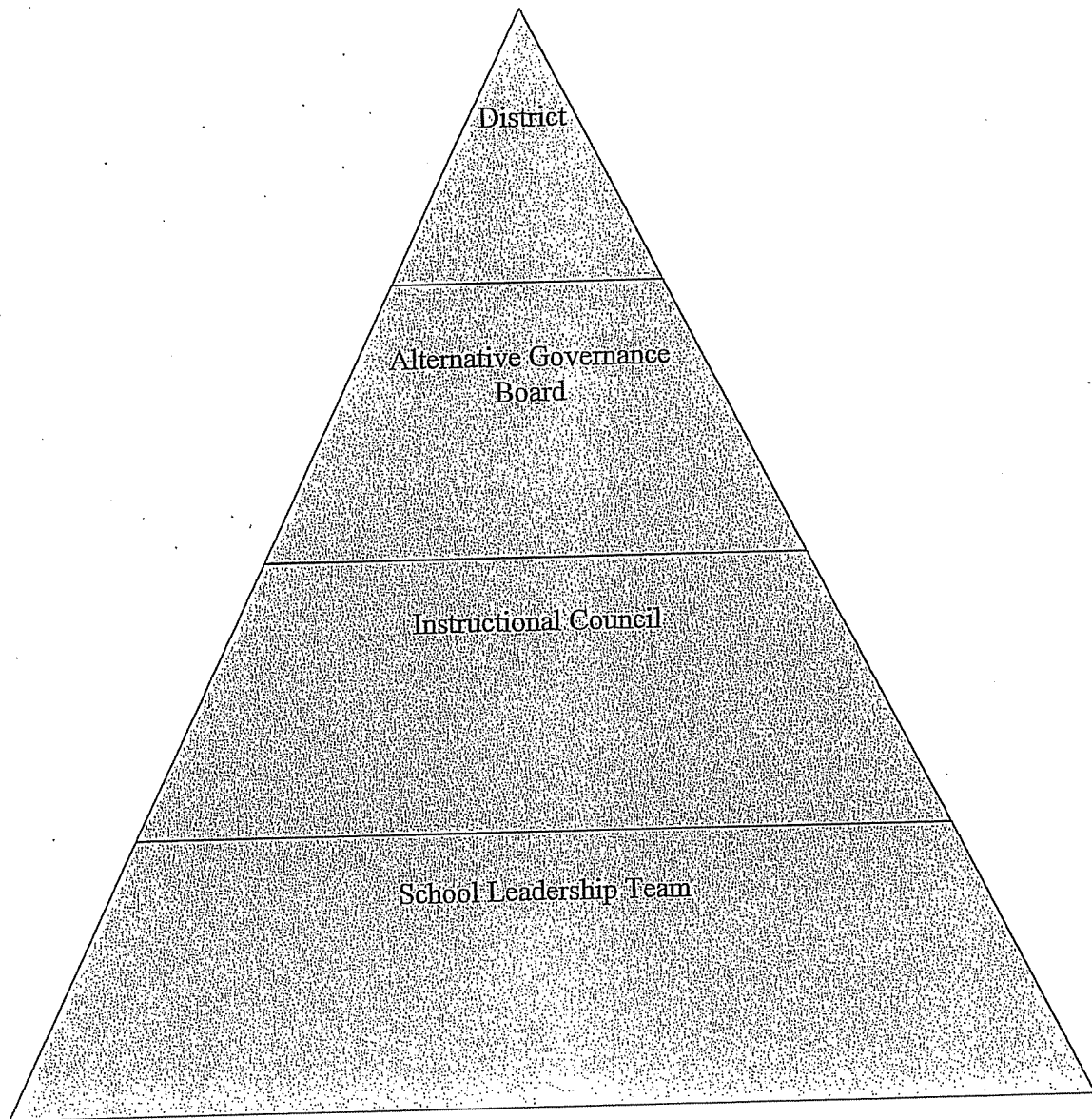
Student Supports Socio-Emotional

- Full time counselor *
- Family liaison *
- Conflict mediation *
- Girls inc.
- Safe school ambassador
- Character Dev. Program
- Field Trips*/Assemblies *
- Community mentors
- Cross-age partners, highschool (big brother/sister)
- Support one student (SOS)
- Dental lab
- Blood drive-school wide
- Full time counselor for prevention of behavior issues

- YMCA
- Student Council *
- Pep Rallys *
- Fun Fridays*
- Chorus/.Music/Band
- Drama Clubs
- Garden Club
- Bobcat beads
- Art Club
- Big brother/sister
- Teacher/Student clubs (running club/walking)
- Student-run morning announcements *
- PE for lunch time to teach games
- Afterschool program
- Homework club

Governance Structure

- Instructional council (K-3 rep, 4-6 rep- lead teachers 2 total, instructional facilitator, principal, learning director, other elementary principal, coaches)*
- Reading & math coaches 2 total*
- Student rep/school president
- Parent leader/open up partnership w/parents
- DAIT Provider (included w/instructional council)
- Leadership Team (grade level leaders)
- Aide support for severe disability (autism spectrum)
- Psychologist
- Distance learning coaching model



Social Emotional Supports

- Family Advocate *
- Counselor *
- Training for staff-awareness/recognition of support needs
- Attendance clerk *
- Someone to help students being bullied or w/other conflicts
- School Resource Officer
- Help hotline
- Parent center-computer access

Parent Involvement

- More communication between parents & teachers (language gap Spanish/English)
- Translation devices
- Additional parent conferences &/or more progress reports
- Website that allows teachers to post grades & other info. Electronically E-mail availability
- Parent math & ELA nights *
- Parenting skills mtg.
- Carnival night
 - -Incentives for parents ie.-5 Star Families
 - -Passport program
 - -Bobcat Beads
 - -Carl's jr. certificates
- Parent ESL classes
- Teachers sharing expectations for parents
 - -academic
 - -behavioral (cont'd)

- Parent orientation/tours
- Parents volunteering in after school sports
- Student recognition events
 - -during the day?
 - -at night?
- Movie night/dinner dance

Other

1. Summer School

Offer first to students in need of academic help

2. Intercession

3. Boxtops program

Increasing Instructional

Time Ideas:

- 1) Add time to a.m. and p.m. (eg. 7:30 to 3:15 p.m.)*
- 2) Decrease lunch by 10 min.
- 3) Add 1 or 2 weeks to beg. or end of school year.*
- 4) Decrease winter break by one week.*
- 5) Add 3 weeks to end for enrichment or remediation.
- 6) Decrease spring break

Rose Ferrero Parent Planning Meeting

Agenda

5-13-10

1. Introductions
2. Review Turnaround Model
 - A. How we got to this point
 - B. Requirements
3. Increasing instructional time
4. Parent involvement
5. Questions/concerns

Rose Ferrero Staff Planning Meeting
Thursday, May 06, 2010

Agenda

1. Welcome and Introductions
2. Turnaround Model Criteria
3. Review RF Needs Assessment
4. DAIT and Dataworks Systemic Reform
5. Brainstorm and Discuss Ideas for:
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**INCREASED INSTRUCTIONAL TIME OVER THE REMAINING
DISTRICT ELEMENTARY SCHOOLS
SUMMARY**

Grade	Students' Daily Schedule	Student Instructional Time	Staff Professional Development and Planning	Total Annual Hours	Annual Increase over other elementary schools
K	7:40 a.m.- 12:40 p.m. (AM Kinder) 10:10 a.m.- 3:10 p.m. (PM Kinder)	4 hours and 20 minutes X 181 days = 784 hours	10 days @ 7 hours and 55 min., plus 9 hours = 88 hours	872 hours	256 hours
1-3	7:40 a.m. – 3:15 p.m.	6 hours and 25 min x 181 days = 1161 hours.	10 days @ 7 hours and 55 min., plus 9 hours = 88 hours	1249 hours	281 hours
4-5	7:40 a.m. – 3:25 p.m.	6 hours and 35 min. x 181 days = 1191 hours	10 days @ 7 hours and 55 min.; plus 9 hours = 88 hours	1279 hours	282 hours
6	7:40 a.m. – 3:30 p.m.	6 hours and 40 min. x 181 days = 1206 hours	10 days @ 7 hours and 55 min., plus 9 hours = 88 hours	1294 hours	282 hours